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ABSTRACT

This report, which focuses on improving education in rural Nebraska, grew out of a 2-week teachers' institute held in Walthill, Nebraska, in June 1993. "Introduction: The Vision of Community-Based Schools and the Future of Rural Places" (Toni Haas, Paul Nachtigal) examines current civic and social trends in rural communities and the role that schools could have in revitalizing communities and improving the quality of rural life. This chapter also discusses the benefits of small community schools in which students plan what to learn and how to demonstrate and evaluate their accomplishments. "The Implementation of the Vision in Rural Nebraska" (Paul A. Olson) addresses the depopulation of rural communities in Nebraska and the impact this trend has had on rural schooling. "The Abandonment of the Small School and the Need for Reviving It" (Jim Walter) compares large and small schools in terms of school financing, curriculum changes and quality, student achievement, and student development opportunities. It concludes that bigger schools are not better at providing a superior education, and that there are numerous benefits to small, rural schools. "Schools and Rural Culture: Arts and Humanities Issues" (Paul A. Olson) offers strategies for enhancing the curriculum, including activities in which students investigate their family history, their town or ethnic group, and the cultural character of the immediate region. "Education as a Tool for Economic and Environmental Development in the Sustainable Community" (Rose Jasperson, Jan Stansberry) describes successful economic development operations based in public schools. Chapter 6 provides an instructional framework for developing community-based learning units and describes nine teacher-developed units that integrate various academic areas and community study. The last chapter provides a bibliography of historic places in northeast Nebraska, resources for exploring sustainable agriculture and economic development, and a questionnaire for preparing teachers and community members for community-based education. (Contains 59 references.) (LP)

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PREFACE

This book grows out of a two week teachers' institute held in Walthill, Nebraska in June of 1993. It follows closely the design laid out in the first **School at the Center** report in 1991, but carries the design into specific curricular work for inservice and preservice teacher education and student education in the schools.

In creating the book, the authors and editors are indebted to Paul Nachtigal, Toni Haas, Marty Strange, James O'Hanlan, Douglas Christensen, Jan Stansberry, the "Community–School Project Committee" (Paul Olson, Linda Abboud, David Hansen, Jim Walter, Pat Rogers and Erwin Goldenstein) and a host of other persons who helped make the 1993 Teachers Institute possible. We are deeply indebted to the participants in the Teachers Institute:

Jim Berryman
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Mary Johnson
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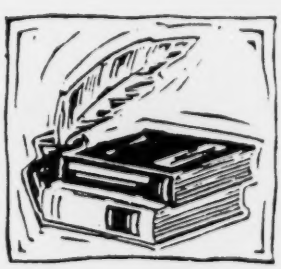
Susan Von Minden
John Werner
Marilyn Wolf

We hope that **A School at the Center: Study II** will result in changed schools.



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School Project, 1993 Report

Center for Rural Affairs
Midcontinent Regional Educational Laboratory
University of Nebraska – Teachers College

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I. INTRODUCTION: THE VISION OF COMMUNITY-BASED SCHOOLS AND THE FUTURE OF RURAL PLACES

by Toni Haas, private consultant, and Paul Nachtigal, Mid-continent Regional Educational Laboratory

Imagine living in a place where everyone knows your name. Imagine feeling secure in the knowledge that your children are safe, that they are being cared for by every adult with whom they come in contact. Imagine the school asking you to help them design an education for your children because you know them best, and because your goals for them are important. Imagine liking to go to work each day, working in a setting of your own design, where you are responsible and rewarded for the quality of your work. Imagine working with people of all ages. Imagine having enough energy left at the end of the work day to play with your children, to talk with your friends, to have a say in your community and to make love with your spouse. Imagine living in safety and harmony. Imagine being recognized as an individual and part of a greater whole.

Such images are deeply embedded in the American mythology, usually symbolized by the hardy, healthy, honest farmer and life in a small town. For many contemporary Americans of all ages, they are not simply romantic yearnings for a bucolic past, but real goals, achievable now. This *introduction* describes how such a vision might come to be reality, beginning in rural America.

Why Change is Now Possible

Right now there are three important trends emerging that are encouraging and enabling people to create the lives they want for themselves, their families, and their communities. The first is a reawakening of civic responsibility, a sense that life is most fruitful when there is a balance of concern for one's self and concern for others.

> Unmitigated and unmoderated pursuit of individualism that has characterized American society for decades has created a poverty of will, ravaged any notion of commonwealth, threatened the vibrancy of being American, and paralyzed society in its ability to serve individuals. We are beginning to understand that the individual can only be nurtured when the commonwealth itself is whole and strong (Rosenman, 1993, p.3).

The second trend is an emerging, broader sense of what makes a high quality of life. Materialism has been the secular religion in this nation since the Second World War and the only criteria for decisions seemed to be cost and fashion. As a people we are beginning to understand the interconnections and consequences of our actions, expanding our decision criteria to include long range impacts on our health and that of the global environment and finding new

ways to identify and weigh alternatives (LeClair & Rousseau, 1992).

Third, and connected to the first two, is a growing demand for empowerment to address very real problems, stemming from the sense of responsibility and meaning coming individually and collectively making choices that are locally and globally responsible.

> ...Science has approached dangerous limits by way of nuclear weaponry and biogenetics; the secular path seems blocked by anxiety about ecological viability; and the organizing political concepts of modernity seem more and more anachronistic in the face of globalizing tendencies in domains of communications, information and capital (Falk, 1993. p.137.)

Our loyalties, thus our definition of citizenship, is shifting from a geographic basis (this town, state or country and their flags) to an investment in and loyalty to a vision of the future, the world we are creating for and leaving to the planet's children.

> The old ways are not sustainable, either in the physical sense of survival or in the moral sense of tolerability. We cannot and will not go on as before. Either our world will drift toward catastrophe or transforming mutations will occur (Ibid).

Community-based Schools

Imagine that you are a child. Imagine going to a school where everybody knows your name. Imagine feeling secure that, wherever you were, you were surrounded by adults who cared for you. Imagine the school asking you what you were interested in, what you wanted to learn, and how you learned best, then working with you on plans so you could learn the things you needed to know in comfortable ways. Imagine liking to go to school each day, because the whole town was a school and sometimes you were in classrooms, sometimes outside, and sometimes in museums, or stores, or shops, learning from a wide variety of adults. Imagine being responsible and rewarded for the quality of your work. Imagine working with people of all ages. Imagine having enough time to play with your family, to talk with your friends, to have a say in how your community and school work, and to have your ideas and opinions count. Imagine living in safety and harmony. Imagine being recognized as both as an individual and part of a greater whole.

This imaginary school, a community-based school, represents a "transforming mutation" that Falk referred to earlier. Changing existing schools to community-based schools and/or creating new ones from the ground up are both means and ends to a high quality life in rural communities. And rural communities are the right place for the effort. They have much to contribute as

natural laboratories while changing how young people are educated; they are small scale, have traditions of personal relationships, an ability to mobilize and track opinion, a deep-seated affection for children, and a pragmatism bordering on desperation that recognizes that things can't go on as before.

Why Rural America Can't Go On As Before

Rural America has suffered through a hundred years of social, economic and educational policies that are resulting in communities skidding down a slope of economic, environmental, health, cultural and civic decline. While we create the stories of our lives by the choices that we make, the history of rural communities is a story of choices made elsewhere. Wendell Berry says that rural communities are "colonies".

> Virtually the whole landscape of our country---from the exhausted cotton fields of the plantation South to the eroding wheatlands of the Palouse, from the strip mines of Appalachia to the clear-cuts of the Pacific slope--[reflects] the power of an absentee economy, once national and now increasingly international (1993, 100).

Colonies suffer in physical, economic, social and spiritual ways, and rural America is no exception. Berry evokes the physical degradation of the land, and could have gone on to document the environmental catastrophes caused by extractive industries in the water and in the air, as well as in the soil.

Economic policies for the last century and a half have favored urban, then suburban areas through transportation subsidies, tax incentives, and agriculture and economic development policies that promote large-scale industrialization rather than small scale, sustainable development. The result has sucked rural people from the countryside into urban areas to feed the industrial machine. "The people left behind" face increasing, inexorable poverty. White families with two wage earners living in rural America are entering the ranks of the poor at the fastest rate of any group in the country (O'Hare, 1988), and rural African-American families are "the poorest of the poor" (Southern Regional Council, 1991).

The numbers that measure parts per million of environmental poisons, outmigration, or numbers of families living in poverty are more difficult to apply to social and spiritual decline suffered by rural America, but the effects are no less real. In a nation operating on an industrial model, bigger is better and smaller is insignificant. Rural areas are, by this way of thinking, defined as second best and the people who live in them are "Hicks", "red necks", "po-boys", "hillbillies", "crackers", "clodhoppers", "rabbit-chokers", and "good ole boys" -- all terms with negative connotations (Cosby & Charner, 1978). No such list could be constructed of stereotypical descriptions of urban people. Our concern

is for more than political correctness. Individuals, particularly young people forming their sense of themselves, are limited by perceptions of limited potential:

> Once people are labeled, they find themselves being rewarded in various ways for behaving as the label demands, or being punished for falling short....I suppose that few would object to someone's thinking of himself as a gentleman and trying to act like one, but what about someone who has been told he is a redneck and believes it?...We make our character, but we must make it out of the material at hand (Reed, 1986, p.6-7.)

Spiritual decline sets in when a people are constantly being told they are marginal, when they are left without the support of their families or their culture. The current system of schooling contributes to the problems of environmental, economic, social and spiritual decline, often inadvertently. Community-based schools can be part of the solution.

Why Schools Are Currently Part of the Problem

Public education in America is based on assumptions better suited to an industrializing society than to the benefit of young people or to encouraging a vibrant rural sector. Centralization as a state policy has squeezed schools out of their local communities and forced mergers resulting in ever larger student populations, all in the interests of efficiency and saving money. The United States has one tenth the number of districts it had a century ago, and there is no research data that indicates that (a) larger units cost less to operate, or (b) students receive a better education in larger schools. Indeed, much data argues just the opposite. When schools consolidate they (a) offer fewer opportunities to participate for rural students, (b) particularly lessen opportunities for participation of minority students, and (c) have a much lessened ability to hold students to graduation (that is, the drop out rate increases) (Lambert, 1992).

Standardization, whether pushed by state or national policy, uses proxy measures for the knowledge that students have acquired, because the concept is geared to mass, not personal, evaluations. These proxy measures (credentials of teachers, numbers of courses completed, grade point averages, scores on standardized tests, college entrance examinations) are widely recognized to have little connection to or predictive value for adult success, which is why employers pay so little attention to transcripts. However, they become ends in themselves. While the state of Alabama is suggesting that rural schools are, because they offer fewer courses, inferior, Program of Rural Services and Research reports that rural students entering the University of Alabama do better than their urban peers. More rural students complete their degrees, they more often chose and complete difficult majors, and their grade point averages are higher, even though they have not racked up the same number of prerequisite courses in high school (Lambert, 1992).

Specialization results in artificial barriers between disciplines rather than valuing measures of ability to apply the knowledge that students have mastered. Distinctions that say students must have algebra before they can take advanced mathematics, and that it is not appropriate to teach algebra until the ninth grade, are being proven in error by work such as Robert Moses' Algebra project. Furthermore, specialization quickly substitutes a "cover the material and get through as much of the textbook as you can" curriculum for a problem-based curriculum, which erases artificial barriers between disciplines and provides student experiences that more accurately reflect the world in which adults work.

Centralization, standardization and specialization affect the environmental, economic, social and spiritual choices that rural young people face. A national curriculum makes local environments invisible and insignificant, as well as abstract. This means that young people are deprived of knowing who they are by understanding where they come from. Furthermore, David Orr says:

> ...all education is environmental education. By what is included or excluded, emphasized or ignored, students learn that they are part of or apart from the natural world. Through all education we inculcate the ideas of careful stewardship or carelessness. Conventional education, by and large, has been a celebration of all that is human to the exclusion of our dependence on nature. As a result, students frequently...(are) devoid of any sense of place or stewardship, or inkling why these are important (1992, p.91).

Young people are similarly devoid of opportunities to develop practical competence. Vocational education reflects the industrial paradigm.

Specialization separates vocational education from academic education, resulting in unreasonable disconnections between what is learned and what is useful. Vocational education may have earned a stigma as being for "losers", not bright young people. (We can only cringe at the notion that the current system supporters, including legislators, board members and parents, intend young people to learn the lesson that work is for "losers".) Standardization requires vocational education to train large numbers of people for jobs that they can't fill without leaving their homes. Centralization removes work from real life, where it is conducted, and limits teachers to credentialed individuals, rather than experts, craftspersons, artists. Finally, the current system concentrates on teaching young people to get jobs, not to <u>create</u> jobs. That ultimately means that they must move elsewhere, ripping the web of intergenerational family life.

Finally, most current schools do not provide young people opportunities to merge reflective thought and real problems. Rex Brown calls this a "literacy of thoughtfulness."

If you want young people to think, you ask them hard questions

> and let them wrestle with the answers. If you want them to analyze something or interpret it or evaluate it, you ask them to do so and show them how to do it with increasing skill. If you want them to know how to approach interesting or difficult problems, you give them interesting or difficult problems and help them develop a conscious repertoire of problem-solving strategies. If you want them to think the way scientists or historians or mathematicians do, you show them how scientists and historians and mathematicians think, and you provide opportunities for them to practice and compare those ways of thinking (1991, 232-233).

What Community-based, Postmodern, Regenerative, Transformational Mutations of Schools Look Like: A New Vision

So then, organizations designed to be sustainable as they educate young people are crafted to make the community sustainable as well. They recognize and celebrate interdependencies and the mutual vulnerability and support that flows from individual to community as the essence of the well educated person [the ancient Greek term for someone who placed his narrow interests above those of the community was "idiot" (Schmidt, 1993, p. 1.)]

Schools, in the new vision, are small by design, and neighborhood-based, the center of a community. The small scale makes it possible for every person to know and be known by every other person, and guarantees that "no one is redundant" in the immortal phrase of Barker and Gump (1964). The student body is heterogeneous by age and every other variation reflected in the community. Communities that are homogeneous expect their schools to make a special effort to introduce their young people to diversity of people and ideas.

Teachers (and everyone who comes in contact with a young person is considered a teacher regardless of job title) care for each of the students and for one another, and it shows. Adults model respectful, affectionate relationships, and act as facilitators and coaches for young people's learning. Young people are responsible for their learning, so they help plan what they will learn and how they will demonstrate and evaluate their accomplishments. Young people have learned to think metacognitively, and can reflect and report on how they learn best so that learning situations can be tailored to capitalize on each student's strengths and bolster less favored learning modes. The curriculum focuses on ecological literacy, and uses the community as a focus for teaching cultures and languages. Thoughtfulness is stressed: Young people wrestle with real issues present in their communities, and their classrooms include the land surrounding the school, museums, or stores, or shops. Expectations are that young people will build practical competence as well as thinking and reflecting skills. Assessment assumes that they are responsible for the quality of their work, which they demonstrate publicly.

Education is the concern of the entire community. Every citizen has skills to share and an investment in the future of the young, so everyone is a teacher. Education becomes a catalyst for the restoration and stewardship of local environments. Local economies are strengthened through entrepreneurial efforts, supported through public/private partnerships and incubated at the school. Local cultures are celebrated and expanded, lost cultures are researched and rehearsed. Expanding skills in the language, plastic and performance arts are an integral part of learning. Community decision-making is highly participatory, and young people's contributions are expected and welcomed. Leadership is shared; all residents have opportunities to build their leadership capabilities.

II. THE IMPLEMENTATION OF THE VISION IN RURAL NEBRASKA

by Paul A. Olson

Those active in the formation of rural education must be concerned about our vision of rural Nebraska, of its rural schools and communities. Our vision suggests that schools and curricula must help in reconstructing the rural scene.[1] We have reason to be concerned about the health of rural Nebraska. In the nineteenth century, when Nebraska was growing up, well over 50% of the population of the state was composed of farmers; now about 2% of the state is made up of farmers and less than half of the state is rural by any definition. In consequence, small towns and small schools are suffering.

The Great Plains was originally an enclave for small towns -- at first Indian villages, then settler towns. The same trends exist nationally; as Gilbert Fite has observed in American Farmers: The New Minority, nationally farmers are only about 1.7% of the population whereas in 1920 they were 30% and in 1790 96% (Fite, 1981).

On the other hand, one should not dismiss rural Nebraska (as many politicians have to their permanent regret). Greater Omaha and Lincoln account for about half of the state's population, and towns of about 10,000 and over--Alliance, Beatrice, Columbus, Fremont, Grand Island, Hastings, Kearney, North Platte, Scottsbluff, and South Sioux City, account for fewer than 250,000 more people. That still leaves over 500,000 Nebraska people living in towns and rural areas. Admittedly, many of the towns proximate to cities have become bedroom communities. Approaching the matter from another direction, Half a Glass of Water (1990) divided counties into farm-based (more than 30% population in agriculture), non-farm rural (less than 30% population in agriculture and towns of 20,000 or more), urban (towns of 20,000 plus) and metropolitan (towns of 50,000 plus) on the basis of the 1980 census. It found that about 300,000 of Nebraska's one and a half million population resided in farm-based counties where no large town or city existed nearby (Strange, 1990, 6). From the farm-based counties come the highest total outmigration in the period 1980-90, in some counties reaching over 25% of all age groups (Petersan and Austin, 1993, 2) and over 50% among 15-24 year olds (Haas, 1992). The role of education in the migratory patterns of youth may be suggested by the fact that most college towns had a net immigration (Austin, 1993, p. 8).

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1. This report is indebted throughout to the ideas and school development work in South Dakota, Nebraska, and Colorado of Paul Nachtigal, the dean of American scholars dealing with rural education, and also, in more recent times, to the work of Toni Haas. The work underlying this book was funded by the Mid-continent Regional Educational Laboratory, the Center for Rural Affairs, and the University of Nebraska Teachers College and Department of English.

Small towns made the settling of Nebraska possible, and small town and rural schools once created most of its education. In the 1855–90 period in the eastern part of the Nebraska region, villages were built about seven miles apart--far enough apart for a farmer to drive a wagon full of grain or corn to town in a day and return before nightfall. Now many of these communities are dead. Communities under 15,000 population -- save communities close to the interstate or close enough to Omaha and Lincoln to be bedroom communities -- have lost population steadily since the second World War, and many communities have lost their centers: the bank, the shopping district (save perhaps for a Quikshop), the grain elevator, most of the churches, the garage and machinery repair centers. Simultaneously, Omaha, Lincoln and many of the larger communities along the Platte and the Interstate have grown. As Kathleen Norris remarks in Dakota, "the smallest towns have made do with so little for so long they count themselves lucky to have a post office, a gas station, a general store and perhaps a tavern," but "the illusion that they are necessary to a farm economy" have persisted in the larger towns (Norris, 1993, 53). Of course, when corporate agriculture takes over, they will not have that illusion either.

The urbanization of Nebraska's population and of America's population would not be a concern if only a transfer of population were involved. However, urbanization and the depopulation of the countryside are worldwide phenomena that do not bode well either for the country or the city. The large conurbations that are emerging -- Mexico City at over 20 million, San Paulo at 15 million, Los Angeles at 13 million and so forth, represent exercises in the creation of the unmanageable in the areas of pollution, environmental degradation, street adults, street children, cardboard slums, citizen unrest, and an exaggerated differentiation between the top and bottom of society (Olalquiaga, 1992). Omaha is not yet Mexico City, but few would argue that bigger will mean better there. At the same time, as rural Nebraska villages lose their centers, farmers or rural entrepreneurs have to go farther and farther for services, consumer or producer supplies, or entertainment. Going farther may be fine when gas prices are low, but how will it be as fossil fuel prices go up, and, perhaps, "run out?" The United States Congress' passage of a gas tax suggests how things are going. If we allow more and more of our small communities to go under, will we have to rebuild these communities or build other communities when fossil fuel prices become more expensive?

This is not to say that "rural" is always and everywhere the same. As one rural sociologist, Daryl Hobbs, has pointed out, rural people no longer make many goods and services for each other. They also are caught up in consumption of nationally distributed mass consumption products. They watch national TV. Rural women, like urban ones, work away from home. They travel to urban centers for essential service in health care, entertainment, supplies and so forth. The rural community in which the blacksmith made the wagon, the farmer the wheat carried in the wagon, the miller the flour from the wheat and the housewife the bread that all three ate is gone or nearly gone (Hobbs, 1992, 21–41; see Neligh Mill, section VII).

Yet, in many small towns something is left: the annual festival, the school picnic, neighbor helping neighbor, ethnic festivals. The implosion of small communities where these do not exist extracts a sociological price. Since the time of Emile Durkheim, sociological studies have shown that people develop a better sense of responsibility for themselves and to others if they work and play in small groups where their action makes a difference. The bromide that "the farm is a good place to raise kids" or "the small town is a good place to raise kids" reflects a similar perception. Offering a similar view, Jan Van den Berg, a Dutch psychologist, has argued on the basis of a UNESCO study, that healthy societies exhibit four characteristics:

1. "First of all, all aspects of life are closely integrated--work, for instance, is not something separate and distinct." This means that in a healthy community there are no gaps between work and recreation, work and play, work and religion, faith and desire, life and death, youth and adulthood. Everything is bound together in one coherent totality, with no splits anywhere. Nothing stands apart.
2. "Secondly, social belonging is automatic." Everybody belongs to the community. No one is alone, no one is given an opportunity to stand alone, not even in a certain phase of life. There is no compulsion, one belongs naturally.
3. "Change is slow and continuity is sustained by attitudes, customs and institutions." Every change is so slow that no one notices a change. So stable is life that previous generations had lived naturally, and their descendants live the same life just as naturally.
4. "And lastly, the important social groups are small."

If these qualities are absent, what the authors call "social sickness" will appear. This sickness is characterized by the fact that the members of the community do not feel happy, and by the occurrence of circumscribed symptoms, such as psychical difficulties of different kinds, some of which are lasting: suicide, divorce, criminality, and psychosomatic diseases. . . . (Olson et al, 1972, 9–45; Berg, 1961). [1]

While small communities in Nebraska have suffered severe trauma in the last twenty years, it is possible that many of these four characteristics can still be found or recreated in them if the communities have a sound sense of their pasts, know their economic and cultural opportunities and boundaries and give responsibility and initiative to their youth. Everyone knows that towns that have a strong ethnic or religious center tend to survive better, whatever the economic pressure. This booklet is not just about schools and economic development but

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1. James Bowman, Larry Freeman, Paul A. Olson, Jan Pieper, eds, Of Education and Human Community: A Symposium of Leaders in Experimental Education, 32.

about telling our town's story well enough so that some youth will want to be a part of it.

Part of developing a center for the small town is developing a school that serves the town.[1] In the past, schooling has always been community oriented. In Greek society, philosophic education was part of the marketplace and rhetorical education trained the citizen to affect other citizens in the community. Ancient Rome had a similar system based in the municipalities. Though medieval education was not, in many cases, town-centered, it served vocational communities: the cathedral schools and monasteries served clerics and the guilds served to educate people to provide quality craftsmanship in a specific craft area. The Protestant schools in the immediate post-Reformation period were municipal schools designed to teach children the languages necessary to Biblical understanding and the crafts necessary to citizenship. Horace Mann's ideal of the New England common school required local control and the designing of curricula to fit local needs. So did the one-room rural schools and town schools developed in Nebraska in the nineteenth century, and the depression forced many local rural and small town schools to address local economic needs in a constructive way.[2] As late as the 1930s and 40s Frank Henzlik and Knut Broady, professors at the University of Nebraska, worked with a number of rural town schools to develop a better education through correspondence courses, and in the 1950s Walter Beggs and Dale Hayes of the Teachers College and sociologists Paul Meadows and Otto Hoiberg were studying local community needs and finding ways to get local communities' schools to address those needs. Especially notable was the work in Auburn, Mullen, Sidney, and York. It was probably the development of Sputnik and with it of further school district reorganization accompanied by the cult of "cost efficiency" and of nationally standardized textbooks, curricula, and testing that destroyed much that was important in the idea of community-based education and significant local responsibility. Federal reports such as A Nation at Risk, published in the 1980s, tended to emphasize national standardization at the expense of local ingenuity. By the 1990s, the rural countryside and town were heavily depopulated, and rural communities found themselves with one-size-fits-all educational systems that could not easily function to meet the unique needs of each rural community. It may be appropriate to look briefly at what abandoning smallness has done for us.

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1. This section which follows is based on a piece entitled "Community Education: A Historical Glimpse" written by Professor Erwin Goldenstein, Professor Emeritus of the History and Philosophy of Education at the Teachers College, University of Nebraska, Lincoln.

2. The examples of Holtville High School near Montgomery, Alabama may be cited as may the work of Julia Weber, Everett Weber, and Jesse Stuart cited in the bibliography below.

III. THE ABANDONMENT OF THE SMALL SCHOOL AND THE NEED FOR REVIVING IT

by Jim Walter, Chair, Department of Curriculum and Instruction, UN-L

Over the past 50 years, Nebraska, like many other rural states, has experienced a movement to consolidate its small rural schools into larger regional high schools under the assumption that large schools are more efficient and offer greater learning opportunities for students. These changes paralleled other consolidation efforts in rural America -- toward larger farms, corporate farming and the creation of large agri-businesses. For a variety of reasons, those changes are now being questioned as American schools and the American economy face increased economic competition on an international scale. This chapter's comparison between large and small schools will be made in the following areas: school finance; curriculum changes and quality; student achievement and other student development opportunities. Whenever possible, our examples will come from Nebraska. The benefits, which school consolidation promised only a few decades ago, have not been realized based on research presently available.

Most taxpayers realize school spending has increased at a rate that has caused alarm. Between 1940 and 1990, inflation-adjusted spending in the United States rose from $878 to $5,292 per student. We spend the most of any industrial country in the world (Walberg, 1992). During the last half century, school size has increased by five times. The proponents of bigness believed that the creation of very large school districts and school buildings would create economies of scale whereby more students could be better educated for less cost. But recently evidence has appeared that exceptionally large districts may create diseconomies of scale based on the fact that resources are needed to maintain the bureaucracy required to manage large school districts.

The reason given for the consolidation of small rural schools was to offer increased curriculum and school activity choices to students at a lower cost than several small schools could provide. If there is to be a benefit from these increased offerings, one would expect increased student learning; however, the achievement gain of students in large school districts and large high schools is not evident. In fact the states with large school districts and big schools pay more for the costs of education and tend to have the lowest reported student achievement (Walberg, 92).

An additional trend in school finance over the past half century has been to shift the funding of schools away from local property taxes and more to state revenue sources, such as sales and income taxes. In doing this, the amount of autonomy a school enjoys diminishes as regulations for spending funds increase proportionate to the amount of funding the state provides. This shift from local to state funding has not produced improved achievement, however. Kincaid (cited in Walberg, 1992) concludes: "Virtually all of the factors associated with academically effective education are school and neighborhood based. Yet, we

have shifted more control and financing of education to state and national institutions" (p. 130).

The rationale often given for school consolidation is to provide increased curriculum offerings and lower the educational cost. The common thinking is that the more courses a school offers, the better the curriculum is for the students enrolled. Indeed, our interviews with long time school patrons in 15 Nebraska communities reveal the very strong opinion that larger schools' curriculum choices are superior to those of schools that offer a narrower and less deep set of course offerings (Goldenstein, Ronning and Walter, 1992). Patrons most often made local school comparisons with similar size schools in the region (usually within the athletic conference). They seemed resigned to the fact that their schools could not compete with the curriculum offerings of suburban and urban high schools.

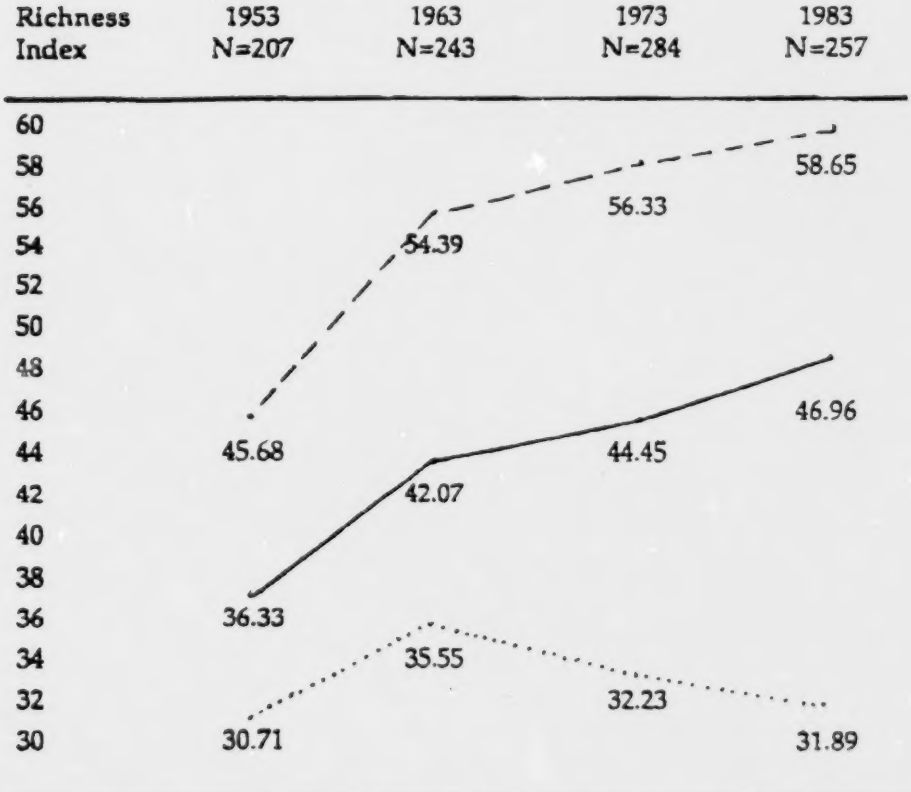
As the data contained in figure 1 shows, there was a dramatic increase in curriculum course offerings in the years 1953-83. Goldenstein, Ronning and Walter (1988) studied the transcripts of graduates from 20 high schools. In their sample they included graduates from 1953, 1963, 1973, and 1983. They created three curriculum indices-breadth, depth and academic depth-to compare the curriculum experienced by students in the four decades. Clearly, graduates of 1983 experienced a broader, deeper curriculum than graduates of 1953. When comparing the curriculum experienced by students in large schools versus that of students in the smallest schools, it is apparent small school graduates had a somewhat narrower curriculum but did experience more courses in the academic depth category (advanced courses in math science, social studies and English). We thought one of the variables related to curriculum offerings might be the wealth of the school district. However, no significant curriculum differences based on per pupil expenditures were found.

These findings resemble findings in other states that demonstrate that larger schools do offer a broader and deeper curriculum. However, these offerings vary by subject area and the degree to which courses are available to students because of the limitations of the class schedule. For example, most schools regardless of size offer the same courses in mathematics, science, social studies and English. Larger schools offer more foreign language courses and vocational offerings. However, evidence exists to indicate that students in large schools do not take advantage of the vast array of courses offered and that they tend to become socially isolated by perceived academic ability. A course labeled "advanced placement" or an applied science course like "kitchen chemistry" sends messages to students and their parents related to the amount of abstract thinking ability needed to succeed. The schedule of the large high school is not open to all students as prerequisites limit access to particular offerings. There is evidence that fewer, high quality course offerings can foster a spirit of community within a diverse set of students; small schools offer that benefit as many students enroll in the same set of courses.

Further curriculum quality research is almost impossible, as Goldenstein, Ronning and Walter found in their research. Schools have not kept descriptions of what teachers have actually taught within courses. After students graduate from an American high school, the only record that remains is a transcript and a collection of photographs in the school yearbook. The transcripts contain only succinct course titles, credits earned, and grades assigned. What teachers in different decades taught and what students learned is lost. Additionally, we do not have information on the manner in which instructional resources were used in the school.

FIGURE 1

Curriculum Breadth and Depth Indices
for Graduating Seniors



As we have suggested, citizens in the United States invest the most dollars in education of any industrialized country. However, paradoxically, student achievement is near the bottom in international comparisons (Walberg, 1992, p. 119). Breaking the national achievement data down to comparisons of states reveals some very interesting information. States with the highest achievement scores have the smallest school districts and the smallest enrollment in school buildings. Montana, North Dakota and Nebraska have the smallest average school district size, and the highest average student achievement (Walberg, 1992). It should be pointed out that the largest factor in influencing student achievment is the socioeconomic status of the family, and rural areas traditionally have had a higher proportion of low income families than other areas in the country (Hobbs, 1989). These factors put together may mean that small schools are superior to big ones even when socioeconomic status is included as a variable.

Besides learning more as measured on standardized tests, students in rural schools may receive other related benefits which tests do not assess. High school is a special time in the growth and development of adolescents. "Adolescence is a time of craving acceptance, finding ways to fit in and developing a sense of belonging. In a large school where anonymity is the rule, kids go to what we might consider foolish lengths to gain attention and acceptance" (Rogers, 1992). Small schools need students' participation to form musical groups, produce dramas and field athletic teams, and Hobbs (1989) has pointed out that the increased student participation level in small versus large schools provides students with more social and emotional support during the critical adolescent years. Given the changes in the American family, it seems important now to emphasize that "what schools most helpfully can provide for students is that sense of concentration or coherence which many kids lack in their lives outside of school." (Powell, et.al. 1985). The changed nature of the family may provide the best rationale for maintaining and creating smaller schools. With an increased number of single parent families and both parents working, small schools can assist in the intellectual, social and emotional growth of adolescents. Small schools promote student satisfaction because small school students feel needed. Their school attendance is better than that of students in large schools, and they complete school at a much higher rate. Several studies indicate that small schools may benefit at-risk students of a lower socioeconomic status more that do other schools. Most of the alternative high schools are small even though they are located in metropolitan areas. Small schools offer students numerous advantages in academic performance and other related social and emotional growth opportunities. It is not impossible to offer these advantages in larger schools, for schools are beginning to design "schools within schools" and other organizational patterns designed to create the advantages which small schools have automatically. But the data does not suggest that small schools should be closed.

However, the virtues of small schools need to be exploited. Small schools tend to have smaller class sizes. The debate over optimum class size has continued for decades. Gene Glass (1982) in his macro research project on this

topic concluded that most evidence supports smaller classes for providing both social and educational benefits. Additionally, numerous educational writers advocate authentic learning experiences for high school students. In small community schools there are opportunities for connecting the school curriculum with the community groups' agendas. Rural schools are ideally positioned to accomplish this as a safe and immediate "learning lab" is located just outside the doors of the school.

In summary, per student costs have risen dramatically over those past 50 years even after adjustments are made for inflation. Some of these increased costs have been incurred to maintain the large bureaucracies necessary to keep a large school district functioning. The breadth and depth of curriculum does not vary significantly from small schools to large schools. Actually, small schools may do a superior job of offering academic courses to a diverse set of students because of the tendency in large schools to "track" students by ability either on purpose or by curriculum choice, and numerous studies point to the superior achievement of students attending small schools. Finally, students in smaller schools benefit in other social and emotional ways through increased participation in school activities and so forth.

The policies of many states have directed the consolidation of rural schools into regional schools. These attempts have been successful as the number of school districts has declined from 128,000 mostly rural districts early in this century to 15,700 in 1985 (Hobbs, 1989). Herbert Walberg and William Fowler report that the mean number students enrolled in U.S. school districts increased from about 200 in 1930 to 3,000 in 1972 (1987). It would appear, from analyzing the achievement of students and per student costs, that these policies have not produced increases in learning nor economy in spending. It is time to reexamine the policies.

The small school curriculum can be significantly richer, more than it was even a few years ago. In the not so distant past, rural school teachers and students were isolated without access to information and learning resources available to those in cities. This is no longer true. Distance learning courses offered over television, and two-way interactive digital television has made access to "big city" curricula a reality. Additionally, the educational service units (ESU's) or similar intermediate agencies have brought curriculum development and instructional improvement opportunities to the rural schools. These schools now have the advantage of a small size and access to resources that previously only suburban and urban schools realized. What is needed now are models to allow small schools to develop their own distinct school organization and curriculum design enabling them to better take advantage of their size and their relationships with communities, the concern of the next sections of this book.

IV. SCHOOLS AND RURAL CULTURE: ARTS AND HUMANITIES ISSUES

by Paul A. Olson, Foundation Professor of English, UN-L

One complaint that small towns hear from their youth is that "there is nothing to do around here." Part of this comes from what the media say about towns. A few years ago, a popular song called "Hick Town" lamented the fact that the town had nothing: "We had a picture show but it burned down." Novels and films like Larry McMurtry's Last Picture Show (both a novel and a film) suggest, to the impressionable, that the popular song is about right (McMurtry, 1979). In the world of literature, most sophisticated writers about the Great Plains and West -- i.e. Sinclair Lewis, Willa Cather, Wright Morris, Frederick Manfred, Larry McMurtry -- present negative pictures of rural towns (though often not of the farmers living in the surrounding countryside). In the world of television and films, one rarely finds a picture of satisfying rural community life save for some scenes in the sentimental farm crisis films. And certainly many towns have had their share of problems, especially during and after the farm crisis. But the problems are altogether different from those identity-destroying images the media present.

The problems of the town as regards the "hick town" sense are national problems having to do with homogenization of people -- rural and urban -- so that they lose their sense of who they are. A recent TV news broadcast showed numerous Omaha youth saying, "There's nothing to do in Omaha except cruise." They resemble rural town kids. As a recent book about the Great Plains puts it, quoting Rölvaag:

> If this process of leveling down, of making everybody alike . . . is allowed to continue, America is doomed to become the most impoverished land spiritually on the face of the earth; out of our highly praised melting pot will come a dull . . . smug complacency, barren of all creative thought . . . Soon we will have reached the perfect democracy of barrenness . . . Dead will be the hidden life of the heart which is nourished by tradition, the idioms of language, and our attitude to life. It is out of these elements that character grows (Norris, 1993, 168).

This does not mean that nostalgia should be the order of the day. To retain tradition one must change it and, presently, probably change it in the schools. But to change rationally a community has to have a sense of what it has been.

Education should be the center of the effort to root the community-- teaching about the history of the ecosystem and of human endeavor in the area. Young and old alike may not have been given the opportunity to do enough to pass on the past to the future and give life a sense of continuity. One of the purposes of education is to give children and adolescents a sense that they are

building a life for themselves and that they can, to some degree, control the terms of that life. Children do not go to school just to learn reading, writing, and arithmetic to be shipped off to a big city assembly line or office. Learning to know one's history includes knowing one's family history, the cycles of one's town and ethnic group, and the cultural character of one's immediate region--the ecosystem to which one belongs. Let us look at each in order.

i. **Family**: Often children's fairy tales and readers center in the family--either a real or an imaginary family: the fairy godmother, the wicked stepfather or stepmother, the journey from the family "out into the world," to seek one's fortune and so forth. Bruno Bettelheim has shown that all serious children's stories are centered in family relationships and has argued that the reading or telling of such stories to the young is a major source of later psychological stability (Bettelheim, 1977). By the fifth and sixth grades, children can begin to gather the stories of their families for themselves as the following account, by Lincoln teacher, Francis Reinehr, of creating family histories on the part of children from rural and urban communities makes clear:

> The key to success when asking students to collect stories from their parents, grandparents, and other relatives is finding ways to insure some sharing session of the collected works. Let me give two examples. First, years ago I undertook an ambitious project. Since I would have my 5th and 6th grade students for two years, I encouraged them to gather family stories especially from great grandparents and grandparents, stories which answered these questions:
>
> 1. Why did you come to Nebraska?
> 2. What ways did you find to earn your living?
> 3. What did you do to have fun?
> 4. How did you celebrate birthdays, weddings, holiday? (include nationalities).
> 5. Which of your dreams came true?
> 6. What advice can you leave for us?
>
> About 26 students were involved, mainly blue collar workers, about 95% white with several Black students included. These students knew we were going to use parts of their stories to create a choral-media presentation: Tell Me Your Story Grandma, Tell Me Your Story Grandpa. The students were instructed to ask for photos from family albums depicting celebrations, fun, work etc. The photos would become slides presented concurrently on a big screen as the students presented their collected stories, chorally.
>
> Once the stories became available, I sorted them according to nationalities. Then the kids with Czech background, for example, read Dorothy Weyer Creigh's segment on Czech immigrants. We

worked in small groups to write a descriptive chant about Czech, Irish, German from Russia, Swedish and Black homesteaders. For the presentation, the students who were of predominantly Czech background came to center stage and presented their chant. Then individuals came forward to present a 6-8 line verse describing their grandparents' or great grandparents' lives while the slide show depicted their lives.

All this required patience, much writing and rewriting -- many lessons in ethnicity and finally performance. The production ended with a short singing of a song about Americans, all (I think it was a Barry Manilow song).

I also wrote a letter to be sent to grandparents and great grandparents specifying what we aimed to accomplish. I gave the performance date and place (at First Plymouth Congregational Church). Right from the beginning, the story sharers had an investment in the project. The project took about 4 months -- 3 days a week -- an hour each time. We performed for History Day and won 1st place for regional history. It was a marvelous experience for all of us. Relatives came from as far away as the Sandhills, Kansas, Missouri, all over Nebraska.

Second, this past year I had a tough group -- bored, not interested in much of anything. I decided to make a Nebraska author real for them. Bess Streeter Aldrich seemed the closest since her area is only 20 miles away. I read A Lantern in Her Hand with them. Each day some of the students took the parts of speakers in the story -- and I had enough copies for each student (again 25 kids -- 2 Black -- 2 Chicano -- 1 Native American -- 2 special ed and the rest reluctant learners). After we had read the story for a while, we took a trip to Elmwood with the parents driving. We would tour Elmwood taking time to roam and try to find places described in the story.[1]

I needed to get these kids hooked and the trip helped, but Aldrich helped the most. These bored, tough, usually in trouble, kids fell right into A Lantern in Her Hand, literally starved for the commitment factors, family values, sentimental Christmas stories, love stories, grasshopper plagues and sad death stories.

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1. Reinehr is aware of Aldrich's white middle-class racist attitudes but these were perfect for her discussion of the times and how people thought about Indians. She especially developed thinking by probing with such questions as, "Have we really changed much in our attitudes today?"

We also read A Lieutenant's Lady and watched Cheers for Miss Bishop. The students ate up the stories -- devoured and loved them. We also studied Aldrich's words on writing.

When I had the students "hooked," I got them to share stories they'd heard at family gatherings and some got excited. I wrote the kids and their parents a letter which went home with them during their winter holiday break. In the letter I charged the students with the responsibility of becoming a story catcher (borrowed from Sandoz) and asked parents for their help in supplying stories from these categories:

1. Hard times stories.
2. Great luck stories.
3. Love stories.
4. World War II or other war stories.
5. Hilarious, oft retold stories.
6. Family tragedy stories.
7. Any special family story.

In the letter, I explained that these stories would become illustrated books which the students would share with invited relatives on a certain specific date and that coffee and cookies would be served.

The stories were the finest collection I've ever seen received from my students in many years of teaching. I received two World War II stories, one of a visit to Hiroshima, a story of one child's relationship to Crazy Horse (Crazy Horse's first love is her connection), a story of a Mexican revolutionary and his family, hilarious and beautiful love stories, stories of little naked kids hiding in the horse trough when the minister came to call, stories of horrendous atrocities committed on Blacks in Nebraska as late as 1960 (especially in Louisville). I cannot believe yet that Aldrich was the key, but she got to these kids and they went after stories like kids do Easter eggs on a capitol lawn. The harvest was rich.

After the stories were gathered, about 100 parents and grandparents and great grandparents came -- on a bitterly cold February morning -- some drove 140 miles one way. They all had enormous commendation for the kid's work and were so proud of their story as a "published work" (I didn't make the books because I can buy Bare Books--hard back 8 1/2 x 11 books for 98 cents and I can't make books for that price).

One other important factor: these students are in writing groups from day one. We share something every week. When the

relatives came, the kids were at tables in their writing groups (maximum: 5 kids). These kid's relatives then sat with "their" kids. No child had to read to 140 other people.

The books were on display at tables for reading during the coffee, juice and cookie break. Later these books were in the media center for about a month, and then the students took them home.

Every Friday we shared, but also we wrote first. Some parents came to class on several Fridays to help their children write the story accurately.

In conclusion: I've always believed in the power of the story. I have got lots of evidence for this belief.

Any teacher can imagine and execute a large number of variations on this theme, bringing the families to the school, the school to the families, and the teacher and school to the community. The family is the place to begin community-based education in the arts and humanities.

ii. **Town and Ethnicity**: A second level of the past that students need to explore is that of their village and group. They can ask: "How did the town come to be? Was it a railroad town? or an ethnic town? or both? Why was it located where it was and named as it is? Who settled it first? What happened to the town or townspeople in the hard times of the 1890s? in the first World War? in the Depression and dust bowl period? in the Vietnam period? in the farm crisis of the 1980s? These kinds of histories can be constructed on a walk through the town with an elderly citizen, out of a series of interviews, in research in the historical society or library (Gilkerson, 1989). They can be represented in individual or collective books or murals constructed by students for public places. For example Linda Abboud asked her West Point students to explore the history and symbolism of the architecture of West Point, Nebraska, and to construct a mural symbolizing what the town of West Point means to them; the mural now is the outstanding feature of the city auditorium. Similar celebrations of the past of a town can be developed in film and videotape presentations as in the following unit planned by Walthill teacher, Brian Connick. This unit will give students the opportunity to see how their neighbors, family and ancestors played a role in the last 60 years of history. Possible events or eras covered may include: the "Dust Bowl", John F. Kennedy, World War II, Vietnam Crisis, Korean War, the falling of the Berlin Wall and more. The unit will also present an opportunity for students to have their writing published, either in the school paper or the local newspaper.

ABSTRACT: MAKING HISTORY RELEVANT by: Brian Connick, History Teacher, Walthill Public School, Walthill, NE.

GENERAL THEMES: Making History relevant, personal interviews and experiences from the best and worst of times.

GENERAL OUTCOMES:

1. Reading, writing and communication skills will be gained;
2. The students will gain an understanding of how History is relevant; and
3. The students will gain a better perception that they play an important role in history.

INSTRUCTIONAL OUTCOMES:

1. Students and adults will gain mutual respect;
2. Students will be able to acquire and compile a list of resources;
3. Students will gain the ability to write and administer interviews, and to evaluate and use the information.
4. The students will finally coordinate materials and produce an overall History of the Walthill community's involvement with major time periods of U.S. and World History.

SPECIFIC SKILLS:

Data collection, interview skills, writing, listening, organization, use of technology; committee work, knowledge of specific time periods, community and school cooperation, ability; setting and meeting appointments and deadlines.

ABSTRACT:

1. The unit will begin with basic background information about the specific time period selected for study.
2. An explanation of the purpose and goals of a questionnaire will be given.
3. The students will develop a valid questionnaire.
4. The class will use discussion and role play to practice interviewing skills.
5. Students will choose a community member to interview, set an appointment, and conduct the interview.
6. The information will be compiled and written, put on computer disk, and illustrations will also be completed.
7. Eventually all information will be compiled to form a basic history or report on Walthill citizens' involvement in history.
8. A portion of the final product may be presented to the community at an assembly.
9. The final project will be to condense the information and put it on a CD.

ASSESSMENT:

1. The students will use self-evaluation and examine the completion and quality of the work.
2. Periodic tests will be administered based on information presented by the teacher and from students' reports to the class.

OTHERS INVOLVED:

1. The Senior Government Class will be compiling a resource list which, when finished, will be a published report of resources which are available in the Walthill community.
2. Other classes: English - writing skills; Art - illustrations; and, Computer - keyboarding.

Since the history of Walthill is particularly rich because it exists at the intersection of white, Winnebago and Omaha traditions, and since all three ethnic groups probably had differing experiences during the last 50 years, this effort to reconstruct the individual histories within the history of the town should give the students a sense of town problems as well as town pride.

Often the history of a town and the history of one or more ethnic groups that settled in a town can be developed together. Thus, for example, Santee, one of the towns participating in the community-based school project, cannot be separated in its history from the history of the Santee Sioux tribe: from the Red Wing settlement, the Minnesota uprising of the 1860s, the placing of the Santee in the "concentration camp" at Crow Creek, its location on the Niobrara in Nebraska, and its subsequent enduring of pressure to conform to white ways. This history is represented in a mural at the Santee school. Again, one of the community-school reform project teachers, Marilyn Wolf, expects to do a mural celebrating Swedish community history in Oakland:

ABSTRACT: Swedish Arts and Heritage In Oakland: A study of the Swedish Arts and Heritage in Oakland in order to fully utilize the talents and skills available in the school and community. Involving all grade levels and subject areas: design, plan and construct a mini-park.

NEEDS ASSESSMENT:

A needs assessment consisting of a Community Survey was conducted in 1991-92. A Strategy Committee meets monthly in Oakland. There is need for:

Locally-produced Swedish art items.

Improvement of an empty lot north of the Post Office and other areas in Oakland.

OBJECTIVES: The major objective of this unit is to develop a pride in the community and in individual accomplishments. Also to increase interpersonal and intergenerational relationships.

Students would be involved in identifying school and community needs/skills and utilize the resources available. Time and money management, marketing, designing and planning techniques would be involved.

POSSIBLE ACTIVITIES: These could be expanded on depending on the needs of the individual student or classroom.

ART: 1. design a mural to reflect the community;
2. design mini-park according to needs;
3. research Swedish arts, crafts and learn painting/printing skills;
4. learn clay-sculpture techniques in mosaic project.

YEARBOOK: Photograph and/or video-tape the entire project to include community and student involvement.

BUSINESS: Develop a "mini-business" to figure financial needs and market items.

SCIENCE: 1. Recycle old paint from the community;
2. Develop a weather station in mini-park;
3. Plant and study native plants and flowers that would require low maintenance;
4. Ecological studies: pollution, composting, gardening.

HOME ECONOMICS: Research Swedish handicrafts and recipes

PHYSICAL EDUCATION/MUSIC/BAND: Create a unit on Swedish dance and songs. Write and perform own song about the community.

ENGLISH: 1. Interview the elderly;
2. Write family stories from these experiences.

COSTS: Some costs could be reduced by recycling materials in the community and using natural resources. Other costs would be figured following community approval.

Any activity of this sort needs to be sensitively done so that the celebration of one ethnic history important to a community does not displace other histories also important to the same area so as to create an ethnic chauvinism that runs counter to the state's and town's multicultural heritage. If ethnic history is not the center of the town's reason for being, then the school needs to think about what is its center and how can that center be used in the education of youth through the use of oral histories, photographs, local archives, local histories, the town historical society collection or its newspaper files. This is not to say that coming to understand the town will be easy. Kathleen Norris has written that, to many people in rural towns --

> A good story is one that isn't demanding, that proceeds from A to B, and above all doesn't remind us of the bad times, the cardboard patches we used to wear in our shoes, the failed farms, the way people you love just up and dies. It tells us instead that hard work and perseverance can overcome all obstacles; it tells lie after lie, and the happy ending is the happiest lie of all (Norris, 1993, 85-86).

A story in this sense may be art or history or oral history or storytelling or any other effort to deal with the past. If education is anything worthy of the name, it does not teach students to tell lies or believe them. It tells of a true past.

iii. **Region**: In the study of one's "local habitation and name," region is also important. By region, this essay means something smaller than the state or macro-region (such as the Great Plains). We mean a "microregion" -- a county or collection of counties that has a definite ecological character and settlement history. The definition of such a region can give students the opportunity to study stuff that bears on who they are and who their forebears were. The work can begin with geological and environmental history and move into prehistory, Indian history, settlement history and more recent events. It can take into account the art, architecture, literature, music and popular creation of the area. Always the question should be "What does this information mean for life here and now?" "What is the next step in constructing our culture and building a life here?" Asking such a question doesn't necessarily imply that students will stay in the area or have the tools to handle only one region. It implies that, once they have asked the question in one community and region, they may be prepared to ask the same question in other communities and other regions should they move.

We will illustrate what we mean by looking at what human beings have done and students can do in one touchstone region -- the Northeastern section of Nebraska, what some people have called Nebraska's middle border because much of it was settled as late as the 1880s-1980s. Similar accounts can and should be developed for all areas of the Great Plains. The area we are defining as Nebraska's "middle border" includes 12 counties: Burt, Cuming, Stanton, Madison, Antelope, Pierce, Wayne, Thurston, Dakota, Dixon, Cedar and Knox. These counties are characterized by a riparian woodland corridor ecosystem created by the Niobrara and Missouri rivers mixed with a plains grassland ecosystem. Moreover, the Niobrara has a unique mixture of western and eastern/northern woodland species (U.S.Soil Conservation Service, 1973). The counties named are for the most part "rural" in our definition and middling in wealth -- without vast mineral resources, great aquifers to mine, or very much of the flat, deep farmland characteristic of much of Nebraska. The per capita income (1989) in this area is about 70-80% of the United States' average, and retail trade "leaks" out of all of the counties to urban centers (save for Dakota county, i.e. South Sioux City). The farm crisis hit most of the counties hard, and about 20% of the population is over 65 [in contrast to nine Nebraska urban counties that have only 10-15% citizens over 65 (1990)]. At the same time, most

counties in this area have a large young population, 25-35% under 18 (1990). This means that only about 50% of the population is of "working age." The counties' schools have a narrowing support base (Moul, 1992).

High percentages of the young are emigrating out of the area. Anyone driving up the main street of many of the towns will notice that they appear to be dying (they may not be actually). The Commission on Rural Development characterizes the counties of Knox, Cedar, Dixon, Thurston, Burt, Cuming, Pierce, and Antelope as having experienced extreme population decline in the period 1940-90. However, the area has probably always known population fluctuations as weather and resources varied.

The region has been dominated by two features: 1) the Missouri, Niobrara and Platte rivers as roads into the region and 2) a fragile and highly variable ecosystem as an impediment to settlement. An elastic band of drought and heavier rainfall pulls the region back and forth between settling and unsettling. The area has always had something of the character of Hamlin Garland's "middle border," a frontier between cattle (or bison) grazing and farming (Garland, 1917). The region is easily accessible by river and yet mostly late settled. Many towns in the region have been founded as late as the 1880s and after. Yet the region is old near the rivers. Studying the region would mean studying both grassland or woodland and cultivated land, grazing and farming. It might mean studying the geological (Caldwell, 1983), rainfall and ecological development of the area in connection with a field trip to the ten million-year-old fossil remains near Orchard, Nebraska--perhaps the finest mammal fossil remains in the country.[1] It might mean studying the probable first settlement of the Great Plains by Native American groups who hunted grazing animals after the last Ice Age around 10,000-12,000 years ago (Shutler, 1983).[2] It might mean studying the woodland peoples' settlement of the area in the period shortly after the time of Christ--their use of sod-houses and corn agriculture and bison-hunting as part of a mixed "farm-ranch" economy (Wedel, 1985). It might mean an examination of the implications of drought in the removal of such people from the Plains in later periods (see Logan Creek site, section VII below; see also Indian Hill district, section VII).

Studying the region might mean an examination of the settlement of the river areas by the Arikara Caddoan peoples (Hughes, 1974) and later by agricultural Omaha driven west in the 1600s to 1800s to interact with the Pawnee and Otoe, rival agricultural tribes in the area (Fletcher and La Flesche, 1972; see

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1. Michael Voorhies of the University of Nebraska Museum discovered these remains, and schools wishing to visit their site may wish to correpond with him at W428 Nebraska Hall, University of Nebraska-Lincoln 68588-0514.

2. See the section on historic places in Northeast Nebraska below for description of woodland period sites in this area.

also Big Valley site, section VII). Studying might mean an examination of how the Santee learned to live as agriculturalists in Nebraska after the 1860s uprising and their removal to the Crow Creek "concentration camp" and then to their reservation (Meyer, 1968; see Santee and Ponca sites, Knox County, section VII). It may mean looking at how the Winnebago, a woodland tribe from Wisconsin victimized for no reason after the 1862 Sioux Minnesota uprising, adopted their Wisconsin woodland ways to the drier climate of Nebraska and the woodland river banks in Thurston County (Radin, 1970).

Knowing the area should also include an understanding of European immigration. For Oakland, it may mean tracing the history of Swedish poverty and "feudalism" in the 1860s and the pressures that brought people more to Oakland or Wausa in the period 1860–1890 (Olson, 1976).[1] For Germans from areas such as Hartington and West Point, it may mean looking at the Prussian dominance and German unification that drove people from Germany to places in northeast Nebraska (see Cedar County entries, section VII).

Study of later periods may mean looking at benchmark events in the history of the area's fragile environment: the blizzard of 1888, the droughts and Populists of the 1890s, the depression and "dust bowl," the floods of 1952 and 1993. It may mean looking at the effects of conservation activities, dams and changes in technology in determining the environment and economy of the area. Again, looking at family and town records and interviews are invaluable in this kind of study.

Slim pickings because of drought and flood need not mean an absence of art and culture. As Wright Morris observes, "It is in the dry places that people begin to dream" (Bruhn, 1990). Dreaming may include very ordinary activities -- building a house or a barn, making quilts and embroidery, cooking ethnic foods (Indian fry bread, lutefish etc.). Students come closer to their roots by studying and doing what their grandmothers and grandfathers did while compiling histories or cookbooks or folk craft shows.

The northeastern area of Nebraska, like all regions in the state, is alive with stories from the realms of high art also: literature, art, music and architecture. The family elementary unit described above begins with Beth Street Aldrich's A Lantern in Her Hand, written only a little outside the region (Aldrich, 1928). Laura Ingalls Wilder is also germane (Wilder, 1953). Indian bedtime stories appear in The Book of the Omaha (Olson, 1979) and A Few Great Santee Stories (Olson, 1979). Slightly older elementary school or junior high children may find pleasure in the stories of growing up as a member of the Omaha tribe contained in O'po of the Omaha (Patrick, 1979). Such stories may be used alongside stories that children and young people gain from interviewing family

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1. The Oakland Historical Museum will be able to help with this work.

and town members.

For high school students, John Neihardt, from Bancroft, Nebraska tells stories of the Omaha in his End of the Dream and Other Stories (Neihardt, 1991) and of the Sioux in his Black Elk Speaks (Neihardt. 1979). Lewis and Clark tell the story of how things looked around 1800. Ole Rölvaag, who taught school at Newcastle, Nebraska in Dixon County, tells the story of 1870s settlement and adaptation to this area in perhaps the greatest of American novels, Giants in the Earth (the rest of the trilogy carries the settlers up to more modern times). Frederick Manfred tells of more recent hard times in This is the Place and The Golden Bowl (about the dust bowl). Among poets, William Kloefkorn writes of farming in Platte Valley Homestead, and Larry Holland also chronicles the region's power and fragility.[1] Finally, some of the best literature from "olden days" may be in diaries, letters, and stories that the students discover in their family collectors.

The whole process of deciding to make a life in a rural area may be informed, in students' career education, by reading books like Kathleen Norris' Dakota: A Spiritual Landscape (Norris, 1993) or Reeve Lindbergh Brown's Moving to the Country (Brown, 1983). Obviously the study of local literature should not be the whole of the curriculum -- the local opens out to the international (Rölvaag to Norse epics etc.) and vice versa. However, by studying the local, students will learn how people suffered and worshiped and worked and dared to make their region a civil place to live.

Among painters, the Omaha and Sioux designers and beadworkers from the 1800s (slides available from Nebraska Curriculum Development Center, University of Nebraska) tell what early Nebraska was like. So do and the explorer painters who painted the Missouri road in the period of the 1830s to 50s, especially Bodmer and Catlin. In the period of the 30s to the 50s two good regional painters, Terence Duren of Shelby (near Columbus), and Dale Nichols of David City show a great deal about what farm and small town life was like in the depression; Edgar Ewing of Hartington painted his dark Civil War paintings during the same time (Geske, 1983). More recently, Wade Miller (Omaha tribe) of Macy (slides available, Nebraska Curriculum Development Center) has painted his superb scenes from Indian history, the Missouri valley, and Indian religious life.[2] Roger Broer of Randolph, an Ogalala Sioux who emphasizes Indian memory and Indian spirituality in his painting, has had national

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1. This publication does not give publication sources for these books as they are frequently republished by a variety of presses or published by local presses that may change. The reader should consult Books in Print.

2. These slides may be obtained by writing to the Nebraska Curriculum Development Center, 338 Andrews Hall, University of Nebraska, Lincoln, NE. 68588-0333.

recognition (McKirahan, 1993[1]). Now much of the most interesting art in the region is being created by school painters such as Linda Abboud of West Point or Marilyn Wolf of Oakland. Works by these artists can be seen at the Museum of Nebraska Art at Kearney and in slide collections that have been created. In the future, further slide collections need to be created so that the stories in literature and in art may be seen side by side.

If architecture is painting in three dimensions, then the region has many paintings. There are the great Pawnee and Arikara earthlodges, the complexly symbolic Sioux tipis, the settler earthlodges and log houses, the German barns of the late nineteenth century, the "fancy" styles--Gothic and Romanesque for churches and courthouses, Greek revival and Italianate for houses. One can look at the styles of buildings on main street in any town and hypothesize as to what the builders were saying through the classical bank, the false front story, the Benedictine church. (See Section VII for examples).

One can obtain a list of these buildings in northeast Nebraska, those that have been placed on the National Register of Historic Buildings from the Nebraska State Historical Society. The Society is also planning a series of materials on historic places for use in the schools. In addition, the Center has a series of articles on how to use historic places in teaching in the schools.[2]

What does all this mean? Donald Macke, the chief staff member of the Nebraska Commission on Rural Development, has remarked that "the communities that know something about their pasts tend to deal with their futures -- with economic development." We believe that he is right.

This does not mean that one teaches Rölvaag or Black Elk because it will make the town a buck or two. Rather it means that people are not economic ciphers. They will battle enormous economic forces if they see some reason to battle -- in their lives, in the lives of their people, in the sufferings and triumphs that have gone before. We do not live by bread alone, and if, in rural America, we educate only for breadwinning, we are likely to lose even our bread.

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1. Broer can be reached through the Museum of Nebraska Art in Kearney.

2. Since the enactment of the multicultural education law in Nebraska, community-based school programs may wish to look at a unit devised by students in the Sioux Valley High School, Volga. SD. Students at Sioux Valley High School enjoy a new course entitled Spagraphy. Spagraphy is a course with integrates Speech and Geography skills. Students conducted interviews in their community and surrounding areas to produce a multicultural video. The video examines the issue of discrimination through the eyes of people representing various ethnic and cultural backgrounds. The buildings listed in the National Register are listed in Section VII and, more fully in Nebraska History 70 (Spring, 1989).

V. EDUCATION AS A TOOL FOR ECONOMIC AND ENVIRONMENTAL DEVELOPMENT IN THE SUSTAINABLE COMMUNITY

by Rose Jasperson and Jan Stansberry, Center for Rural Affairs

Part of the effort to develop a viable culture and community does require economic development. For most towns' schools, the source of the decline in numbers of students has been the decline in numbers of town residents occasioned by the enlargement of farms that has led to the population declines recorded in the first section of this report. Generally smokestack chasing has not worked for small communities, and they have either developed their own industries or not developed. Many of the industries developed have been based in the agricultural sector in Nebraska because soil, water, and people are our chief resources. Hence the declines of our agricultural population is a considerable concern in economic development.

Many proposals have been made for stopping the depopulation of rural Nebraska; one proposal for stopping the growth of farm size has been to emphasize sustainable agriculture which requires more human input and fewer chemical inputs. Recent research has demonstrated that profitability need not be affected by relying on fewer chemical inputs and using them more prudently while rotating crops and using more livestock on the farm (Faeth, 1991; Netting, 1993). Sustainable agricultural techniques can also be a good basis for learning much about basic biology and ecology. We feel that sustainable agriculture should be part of the curriculum of town schools for farmers and non-farmers, both as a basic scientific subject and as a tool for economic development.

The sustainable agriculture movement encompasses several strategies that emphasize concern for the environment and human society while producing abundant, healthy food. Related efforts include organic farming (once meaning "natural" farming but now a legal definition that restricts chemicals in farming and processing), biodynamic agriculture (a step beyond organic methods focussing on humus production in soil), permaculture (design of agricultural and living areas), agroecology (the ecological basis for farming), and various sustainable terms such as alternative, biological, regenerative, and low-input sustainable agriculture (LISA). All these stress building soil fertility, reducing use of chemicals and technology, and making use of biological controls and cycles.

The issues in sustainable agriculture are many and far-reaching. Toxic chemicals that fertilize crops and kill weeds also kill non-target species and end up in drinking water and food. Bare ground between crops doesn't convert sunlight energy to food and doesn't protect against erosion. Floods and droughts are accentuated by land management practices such as logging, farming, and construction. Non-renewable resources such as oil may be used up. Wildlife habitat and species are lost to large, single-crop fields. Large animal confinement facilities decrease animal health while increasing problems of manure disposal.

Expensive machinery and chemicals reduce farm profits and make it difficult for new farmers to start. Large mechanized farms require fewer people per farm and result in fewer farms, as well as in fewer rural people, businesses, churches, schools, and towns. Fewer, larger farms also mean fewer people control productive resources and have less control over their lives.

These issues reach beyond America's borders. The world population is skyrocketing while farmable land is paved or lost to erosion. Global warming threatens to shift crop-producing climates to regions with poorer soil. Cities around the world are swollen with displaced rural workers living in poverty. Many past civilizations have perished because they did not adequately care for their soil and water (Carter and Dale, 1974).

Farming practices that address these issues reflect the stewardship ethic that most defines a sustainable agriculture. While nearly every farming decision can consider sustainability, some of the more common practices include biological pest controls, crop rotations, cover crops, integrated crops and livestock, composting, conservation tillage, and management intensive grazing. Sustainable farmers may buy fewer supplies, but they use far more management skill and knowledge to raise their crops.

The issues and practices of sustainable agriculture lend themselves to demonstration and classroom discussion. For example, insects, birds, small animals, and plants can be trapped or counted in different types of crop and wildland areas. Soil structure and biological activity can be observed from simple holes in fields, fencerows, and woods. Comparison of old and current plat maps and aerial photos can show changes in population density and land use over the years. Stream water quality can be measured below farms and wildlands or before and after storms. Census data for farmers can be compared for various periods and projected into the future. Soils of various types can be compared for crop suitability in a greenhouse or a window planter. Influence of agriculture on the town economy could be discussed. A math exercise might try to determine livestock feed needs, crop storage needs, planting and acreage requirements, and farm cash flow for a year. Government policy for supporting farms and ensuring safe food could be examined. (See Allen greenhouse proposed unit, Project Green in the unit section, below).

Obviously a multitude of science and social topics can be addressed with an agricultural format. And it can be obvious in the classroom that the choices we make will affect the world we live in.

Again, if smokestack chasing does not work for small communities, they have to develop enterprise within their borders. Most of the enterprise that exists in towns in Nebraska is locally developed, and now a new mechanism makes possible the introducing of students to enterprise development -- microlending. Nebraska state government now has a new sector dedicated to microenterprise, but the largest body of microenterprise experience exists in the REAP project that

is, in a sense, the progenitor of state efforts.

The Rural Enterprise Assistance Project (REAP) was started by the Center for Rural Affairs in 1990 to meet the needs of self-employed people in rural areas of Nebraska.[1] Over 50% of people living in rural areas are involved in some form of self-employment. Economic development programs, typically do not target the needs of these micro businesses. The REAP model fills three gaps for micro entrepreneurs: 1. an education or information gap, 2. a credit gap, and 3. a networking opportunity, confidence building gap.

REAP staff organize (both directly and also through affiliate relationships) associations whose membership includes existing, start-up, full-time, part-time, home-based, store front, farm-based and town-based small business owners. Some of these businesses have plans for growth, while others want assistance in fine-tuning their operations. The members of an association have access to capital for loans ($100-$10,000), basic business management training and an opportunity to network with other small businesses in the community. Association members serve as support for one another. Through the lending process, members share ideas and give assistance to fellow members in solving business problems and making loans to businesses. Some of the businesses have spun-off business opportunities for youth in the community and also summer employment.

A REAP association or similar microlending mechanism may be an ideal tool for educating school students in how to do economic development in the local community. Association members in several communities continue to discuss the possibility of a REAP model for the youth in their community. Members express an interest in having students study basic business management and possibly experience managing a business before they graduate from high school. Association members have felt that a student association could be formed with meetings being held at the same time as the adult meeting. Adult association members could serve as mentors for youth and the adults would conduct basic business management training for youth. The adults would make themselves available to answer questions and offer advice as needed. REAP is currently working with an association to assist in defining how this program might work. Many questions arise when discussing the involvement of youth: what kind of insurance should be purchased, who has liability in the case of an injury, could students borrow money (see section VII, B2 for a sample business plan/loan application), should an adult co-sign the note if money is borrowed, how often would students meet, how might the local school be involved, etc.

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1. Schools may obtain more information about microlending from the REAP project at the Center for Rural Affairs, Walthill, NE or by writing to the Department of Economic Development of the State of Nebraska (% Gene Severens).

A microlending circle makes/allows for the adult community to take responsibility for preparing the youth of a community for economic adulthood. REAP has involved the community in the formation of associations by having the local community donate money for a loan loss reserve and to cover start-up and training fees for the association, and also has the community assist in finding members for the association. Involving the local high school and youth would broaden this relationship. Exposing youth to business management in the community broadens the students' skills for the future and may make them aware of business opportunities beyond high school and college.

Several school systems in South Dakota have developed successful economic development operations based in the public schools. John Swanson of the Belle Fourche Public Schools offers the following examples:[1]

1. GOLD PROGRAM - GOLD stands for Guide to Opportunity for Local Development. During the 1990-91 school year students at Belle Fourche High School in Belle Fourche, SD studied their local community and developed goals for economic development. Their work helped Belle Fourche to be chosen as Community of the Year in South Dakota for 1992.

2. INTERNAL AUDIT - Students at Belle Fourche High School participated in a demographic study of their community and surrounding area. They compiled this information into a booklet entitled "Belle Fourche Internal Audit". The Internal Audit has been and continues to be used by the Belle Fourche Chamber of Commerce, Governor's Office of Economic Development, and prospective small business owners in the Belle Fourche areas.

3. BUSINESS DIRECTORY - Students at Harding County High School in Buffalo, SD surveyed the businesses in their community to produce a Business Directory. The Business Directory, the first of its kind in Buffalo, is used by community members and community visitors.

4. SCHOOL-BUSINESS PARTNERSHIPS - Several schools in South Dakota have established various forms of partnerships with businesses in their communities. These partnerships result in release time for employees to help in the schools, tours of local business, job shadowing experiences, business financed field trips, etc.

5. WINTER SURVIVAL KITS - Students at Lyman Middle

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1. These projects are heavily indebted to the thinking about community-based education of Paul Nachtigal.

School in Kennebec, SD produced winter survival kits for sale to community members and tourists. Students worked in partnership with community members to plan, construct, and market their product. Sales exceeded projections!

6. YOUNG ENTREPRENEURS - Some high school students in South Dakota have discovered an option for staying in their local communities. Assisted by a community advisory team and financed by the Fast Track Loan program of the Governor's Office for Economic Development, these students have started their own businesses. Some of these ventures have succeeded and others have failed. The result is a great deal of learning and a new perspective about opportunities in rural areas and small towns.

7. WHERE ARE THEY NOW? - Students at Custer High School in Custer, SD set out to discover more about past graduates of Custer. After much investigation, students discovered many reasons for leaving Custer or living in Custer. The project focused on the current trend of out-migration in South Dakota communities and ways to prevent it.

Ed Nelson, former head of Chadron State College, has in his retirement worked with a number of community-based projects in western and northern Nebraska and describes the following somewhat less ambitious efforts, some located in the school and some in the community:

1. TEEN-OWNED YOUTH CENTER: The teen-owned youth center at Stapleton resulted from a class project sponsored by Monica Harvey, Home Economics instructor. Her FHA chapter developed the business plan to acquire and operate a teen center in an old bowling alley. The whole school got involved. The youth called a town hall meeting and obtained community support.

2. TEEN-DEVELOPED COMPUTER CLASS BUSINESS: At Butte the high school computer class, under the sponsorship of Mark Land, the business instructor, taught the course "Computer Education for Adults". The students planned the curriculum, developed a business plan, advertised (or marketed) the course, and taught a class of 15 adults.

3. TEEN PRODUCTION AND MARKETING: At Kimball, Tim Greenlee's sixth grade industrial arts students developed a project, "Community Donation via Mass Production". This project involved cooperative planning and group decisions concerning the kinds of products which they could produce and market. Of course, all elements of practicing the use of the industrial arts skills had to meet the requirements of the teacher. The profits were

donated to the Kimball community beautification program.

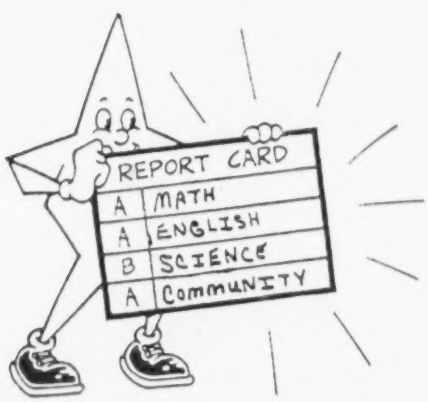
4. RURAL COMMUNITY SCHOOLS -- A PART OF COMMUNITY DEVELOPMENT: At Stuart, Nebraska, this project involves the school and the youth in a community development program. Stuart utilized the START program and involved youth on each of the task forces. Gary Addison, the high school principal, and Don Schmaderer, a school board member, were among those supporting this project.

5. PROMOTING SCHOOL-COMMUNITY RELATIONS: At Hay Springs, this project is sponsored by Joyce Hardy, the business instructor. Ms. Hardy's class conducted a community survey and conducted interviews with the local businesspersons.

6. TEEN CENTER: At Butte the Agri-Business class and the FFA developed a plan for establishing a teen-center. The plan was presented to the village planning committee then to the village board. The plan was approved and the village provided space for the Center.

9. TEEN COMMUNITY IMPROVEMENT: At Gothenburg over 200 junior and senior high school students have been actively involved for years in identifying and conducting community improvement projects of many types. This is a well organized and highly recognized program sponsored by Cathy Healey.

10. BUSINESS PLANNING: At Leigh, under the sponsorship of Norma Fuhr, the youth have been involved for years in town hall meetings, in developing an inventory of local businesses, and in helping to plan a youth center. This is a well organized group.



VI. UNITS DESIGNED BY TEACHERS IN THE COMMUNITY-BASED EDUCATION PROJECT, 1993

edited by Jan Stansberry and Paul A. Olson

The 1993 community-based education group planned a series of model units which it is trying out in the various school districts. These units are based on the "Dimensions of Learning" theory for planning units. "Dimensions of Learning" is an instructional framework based on the best of what researchers and theorists know about learning and is the basis for the community-based learning activities in the units. Its premise is that five types of thinking, what we call the five dimensions of learning, are essential to successful learning. A major advocate of this sort of learning describes the approach as follows:[1]

> **Dimension 1: Positive Attitudes and Perceptions About Learning**
>
> Attitudes and perceptions affect students' ability to learn. For example, if students view the classroom as an unsafe and disorderly place, they will likely learn little there. Similarly, if students have negative attitudes about classroom tasks, they will probably put little effort into those tasks. A key element of effective instruction, then, is establishing *positive* attitudes and perceptions about learning.
>
> **Dimension 2: Thinking Involved in Acquiring and Integrating Knowledge**
>
> Helping students acquire and integrate new knowledge is another important aspect of learning. When content is new, students must be guided in relating the new knowledge to what they already know, organizing or shaping that information. and then making it part of their long-term memory -- internalizing it.
>
> **Dimension 3: Thinking Involved in Extending and Refining Knowledge**
>
> Learning does not stop with acquiring and integrating knowledge. Learners extend and refine their knowledge by making new distinctions and reaching conclusion. They analyze what they have learned in more depth and with more rigor. While extending and

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1 Dimensions of Thinking: A Framework for Curriculum Instruction, Robert J. Marzano, Ronald Brandt, Carolyn S. Hughes, Beau Fly Jones, Barbara Z. Presseisen, Stuart C. Rankin, Charles Suhour. Published by The Association for Supervision and Curriculum Development, Alexandria, VA, 1988.

refining their knowledge, learners commonly engage in the following activities:

- Comparing
- Classifying
- Making inductions
- Making deductions
- Analyzing errors
- Creating and analyzing support
- Analyzing perspectives
- Creating and applying abstractions

Dimension 4: Thinking Involved in Using, Knowledge Meaningfully

The most effective learning happens when we use knowledge to perform meaningful tasks. For example, you might initially learn about stereos by talking to a friend or reading a magazine article about them. You really learn about them, though, when you're trying to decide what kind of stereo to buy. Making sure that students have the opportunity to use knowledge meaningfully is one of the most important parts of planning a unit of instruction. In the "Dimensions of Learning" model, there are five types of tasks that encourage the meaningful use of knowledge:

- Decision making
- Investigation
- Experimental inquiry
- Problem solving
- Invention

Dimension 5: Productive Habits of Mind

The most effective learners have developed powerful habits of mind that enable them to regulate their behavior, think critically and think creatively. Some of these mental habits are listed below:

- Being sensitive to feedback
- Being accurate and seeking accuracy
- Working at the edge rather than the center of your competence

In each case, the teachers planning the curriculum were asked to consider how these five dimensions of what they were proposing might relate to the development of subject matter knowledge, cognitive skills, and understanding of

and contribution to the community.[1] The units planned include the humanities, arts and sciences and are being tried out in the 1993-94 school year.

Unit 1: PROJECT INFORM: "COMMUNITY-BASED EDUCATION," by Sheri Fillipi and John Werner:

The unit below was designed by two persons who have credentials as school administrators. The purpose of this project is to provide information to any educational group that might be interested in learning about community-based education such as: school administrators, school board members, local education associations and local community clubs.

ABSTRACT: PROJECT INFORM: The major objectives of this project would be to inform the above audience of the value of incorporating community-based education into the local school curriculum.

The minor objective of this project is to provide the information that the local school district and community can use to provide for the revitalization of the local community.

The steps we would use to accomplish this task would be to:

(1) Inform the educational community of the value of community-based education by holding informative meetings whenever possible.

To accomplish step one we would develop a video program of an operating community-based program that could be shown to the group.

We would also provide information on existing programs that interested educators could visit to see the program in operation.

The steps a local educational unit would take to implement community-based education would be:

(1) Develop and administer a needs assessment of the local educational district.

(a) This survey could be a project of the high school social studies classes - Example: American Government, Economics Class.
(b) The survey could gather information on the needs for new business in the community and changes needed in the school curriculum.

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1. This schematum was developed by Toni Haas, formerly of the Mid-continent Regional Educational Laboratory and presently a private consultant.

(c) The survey would provide specific data on the community such as: labor force, number of children in school, age of business owners, patronage of local or out of town shopping.
(d) Support groups would be available to help develop needs assessment forms.

With the information gathered from the survey we would analyze the information and develop our community-based curriculum and community-based programs.

To support the community-based programs we would develop the following support network:

** Provide in-service meetings through the local E.S.U. Group meetings at least once a semester. Provide a telephone network. Follow-up studies.

** Information that would be given out at the initial meeting would meet the requirements of Dimension 1: Positive Attitudes and Perceptions About Learning.

** When the results of the first meeting have proven successful, we would provide the information at a local level meeting. This would meet the requirements of Dimension 2: Thinking Involved in Acquiring and Integrating Knowledge.
** Those groups that elect to implement the Community-Based Education would then make use of a number of instruments such as community surveys. These instruments would meet the needs of Dimension 3: Thinking Involved in Extending and Refining Knowledge.

** The use of the results of the surveys would meet the requirements of Dimension 4: Thinking Involved in Using Knowledge Meaningfully.

** A follow-up meeting will be held in one year after the community-based program has been in operation, and the program will be evaluated. This would meet the requirement of Dimension 5: Productive Habits of Mind.

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Units 2-4: PROJECT GREEN:

Project Green was designed by three Allen teachers, Craig Ford, Mary Johnson and Susan Von Minden. Within the project each teacher has created his or her own unit specifically for their grade level of students. Behind each of these units lies the Project Green goal of having a community/school based project of planning, constructing, maintaining and using a green house. Each unit has community linkages that will lay a foundation for the community-school relationship necessary for the actual construction of a greenhouse in the near future. Also, note the curricular linkages outside the science department i.e. music, art, math. These three units are also germane to the economic

development sector and discussions of the principles of industrial and sustainable agriculture, their advantages and disadvantages (see Section V above).

Unit 2: ABSTRACT: DNA AND HEREDITY
by Craig Ford, High School Science, Allen High School, Allen, NE

OBJECTIVE: This unit is designed as an introduction to basic genetics using the Project Green greenhouse as a research base. At the end of this unit the students will understand the basic concepts behind genetics.

TIME REQUIRED: 2-3 weeks (depending upon plants)

MATERIALS REQUIRED: pre-planted flowers (sweet peas for historical purposes).

potting soil
small paint brushes (for pollination)
paper bags (to prevent cross pollination
lab notebook

CENTRAL STRATEGIES: This Unit is intended to address the following cognitive strategies: comparing, classifying, making inductions and deductions, analyzing errors, creating and analyzing support, analyzing perspectives, creating and applying abstractions, decision making, investigation, problem solving, and invention. NOTE: these are annotated in parenthesis after each activity.

INSTRUCTIONS AND SAFETY:

1. Project would be more easily started with plants already flowering.
2. Class should be broken up into work groups of three students each: Student 1: project director; Student 2: horticultural engineer (or farmer); Student 3: date organizer/recorder.
3. Select two plants of different phenotypes and/or genotype.
4. Pollinate one using the pollen from the second. Record your data in your lab notebook. Make sure you record the phenotypes and genotypes of your plants. (classifying)
5. Using the Punnett Square and the text, try to predict the outcome of your breeding attempt.
6. Continue to observe your plants until they have gone to seed.
7. After the plants have gone to seed, collect the seeds and plant them in potting soil.
8. Continue to observe the plants carefully taking note of the resulting plants. Pay particular attention to the flowers and the seeds.

EXPLORATION PHASE:

1. Introduce this activity by use of Mendel's history as outlined in text (investigation);

2. Show slides or plants which demonstrate Mendel's hypothesis (creating / analyzing support);
3. Discuss and demonstrate the Punnett Square (induction);
4. Do exercise (worksheet) on genetic inheritance (problem solving).

CONCEPT DEVELOPMENT PHASE:

1. Have students research Mendel's work by reading text or doing library research (investigation);
2. Have students research the development of corn from prehistory to present (creating and analyzing support);
3. Have students discuss pro's and con's of genetic research (decision making; creating and applying abstractions);

APPLICATION PHASE:

1. Have students record data from experiment on daily basis. Include: growth of new plants, development of flowers, phenotype of plants and seeds (comparing).
2. Using information gathered from other students, have students calculate the percentage of each phenotype / genotype of plants (making deductions).
3. Using available information and resources, have students attempt to reconstruct the genetic development of several domestic crop plants as far into history as possible (investigation).
4. Error analyses. Compare students data and biological standards (analyzing information; comparing)

EXTENSION:

1. Have students attempt to determine 'best' breed of plants developed in this project (analyzing perspectives).
2. Have students write a paper supporting their decision as to which breed is the 'best' and why (creating and applying abstractions).
3. Take students on a field trip to Northeast Station for presentation on genetic research (investigation).
4. Have students produce 'perfect' plant using SIMLIFE software (invention).
5. Have students develop an Allen High School Field Guide of the ecosystems in the school grounds and surrounding area.
6. Examine issue of what agriculture that took advantage of what we know about the ecosystem would look like.

CURRICULAR LINKAGES:

1. Social Sciences: development of corn in Americas, occurrence of crops in regions of U.S;
2. English: proper formatting and grammatical usage in reports;
3. Mathematics: analysis of data;
4. Library Science: report research;

5. Art class: draw still life of plants.

COMMUNITY LINKAGES:

1. Research Center can be used for background information on plant breeding, horticulture, and agriculture; possible field trip to Research Center site;
2. If extension work develops a unique or usable plant breed, the plants can be sold for food or for decoration.

Unit 3: ABSTRACT: MICROCLIMATES

by Susan Von Minden, Elementary Teacher, Allen Public School, Allen, NE

OBJECTIVE: This is a unit designed to demonstrate basis concepts of plant growth to an elementary class. At the end of these activities students will be able to describe the growth and needs of plants.

TIME REQUIRED: This unit is designed for approximately 4 weeks.

MATERIALS REQUIRED:

started plants	seeds	dry ice
plant boxes	soils (potting soil, loam, and sand)	
water (soft, hard, polluted)		gravel
light sets	notebooks for recording data	

CENTRAL COGNITIVE SKILLS:

This unit is designed to address the following cognitive skills which are annotated at the end of the appropriate activity: comparing, making inductions, making deductions, creating and analyzing support, and experimental inquiry.

INSTRUCTIONS AND SAFETY:

Week 1: MOISTURE:

Divide class into four groups to test differing water treatments for plants:

Group 1: Large and small amounts of water;
Group 2: Hard and soft water;
Group 3: Direct and indirect watering;
Group 4: Clean and polluted water.

Week 2: LIGHT:

Divide class into three groups to test differing light effects:

Group 1: Direct and indirect lighting;
Group 2: Synthetic and natural lighting;

Group 3: Different colored lighting.

Week 3: TEMPERATURE:
Divide class into three groups to test differing temperature treatments:

Group 1: High temperature both moist and dry;
Group 2: Middle temperatures: moist and dry;
Group 3: Low temperatures: moist and dry.

Week 4: AIR:
Divide class into three groups using differing air treatments:

Group 1: Polluted air;
Group 2: Carbon dioxide rich;
Group 3: "Pure" air.

Note: Teacher will also attempt to integrate soil types into each week activities.

All students will participate in the following activities:

1. Plant seeds and gather seedlings.

2. Week 1: group 1: apply varying amounts of water;
   group 2: apply hard and soft water;
   group 3: apply direct and indirect water;
   group 4: apply clean or polluted water.
   Ensure students follow procedures and record data.

3. Week 2: group 1: apply direct and indirect lighting;
   group 2: apply synthetic and natural light;
   group 3: apply different colored lighting;

4. Week 3: group 1: high temp. area with high and low water;
   group 2: medium temp. area with high and low water;
   group 3: low temp. area with high and low water.

5. Week 4: group 1: maintains a polluted atmosphere;
   group 2: maintains high carbon dioxide atmosphere;
   group 3: maintains flow of 'fresh' air.

EXPLORATION PHASE:
1. Introduction: discussion of extent to which life exists in all areas of earth's surface.
2. Show video to demonstrate biosphere's boundaries (creating and analyzing support);
3. Discuss different climates: include temperature, soil types, air quality, moisture content, and regional differences (comparing).

CONCEPT DEVELOPMENT PHASE:

1. Discuss dry land versus irrigated farming (fallow land also); organic or sustainable versus industrial farming (making inductions, comparing);
2. Relate main crops of different regions to climate of that region (comparing).

APPLICATION PHASE:

1. Students observe and record data on a daily basis. Include physical changes in plants. Might make drawings of plants (experimental inquiry);
2. Student's graph plant growth for each group's activity (comparing);
3. Each group will relate experimental results to other groups. Common denominators in plant growth will be determined.

EXTENSION:

1. Students will decide which window is best for Mom's houseplants;
2. Students determine how often family garden or houseplants should be watered;
3. Students determine what type of soil is best for personal garden and where to locate it;
4. Students evaluate effects of air and water pollution on plants, gardens, crops, fruit tress, etc.

CURRICULAR LINKAGES:

Social Studies: climates, temperatures, comparing and contrasting different regions of the world;
Art: Drawings of plants, realism and surrealism;
Math: Graphing plant growth;
English: Writing assessments of finds in journals;
Music: Write and perform a song or dance about plants;
Reading: Read poems about plants and agricultural activities.

COMMUNITY LINKAGES:

Invite community resource persons into the classroom to discuss experiences with plants and climates and gardens/farms;
Field trip to Northeast Station to learn about research in sustainable and industrial agriculture and in dry land and irrigated agriculture;
Invite local farmer in to discuss his contribution to society and the community with regard to food production and soil ecology and soil management.

Unit 4: ABSTRACT: PLANTS AND GROWTH

by Mary Johnson, Elementary Teacher, Allen Public School, Allen, NE

OBJECTIVE: This unit is designed to demonstrate the basic concepts of plants and plant growth to an elementary audience. At the end of the unit students will be able to determine the parts of plants, and be able to discuss the needs of plants and their growth.

TIME REQUIRED: About two weeks from beginning to end.

MATERIAL REQUIRED:

- various seeds and plants
- plant anatomy chart
- plastic bags
- foam cups
- cotton ball
- "Miracle Grow"tm
- potting soil
- shoe boxes
- sand
- dirt
- milk or juice

CENTRAL COGNITIVE STRATEGIES: This unit attempts to address the following cognitive skills: classifying, making inductions, investigation, experimental inquiry, problem solving, comparing, creating and applying abstractions (these are annotated in parenthesis following the appropriate activity).

INSTRUCTIONS AND SAFETY:

1. For initial examination of seeds class only needs seeds and paper with which to describe (draw) seeds and plants;
2. For part 2: Plant some seeds in moist cotton balls in a plastic bag. Plant some seeds in dry cotton balls in a plastic bag (comparing);
3. Place one set of seeds in shoe boxes and leave other exposed to light (making inductions);
4. For part 3: Plant three sets of seeds in each of the three media; sand, potting soil, playground dirt. Water one set with water, one set with Miracle Grow and one with milk/juice (experimental inquiry, classifying); observe what happens to the nine different sets of seed under different conditions;
5. For part 4: Plant some seeds on top of soil, some according to package directions and some several times recommended depth (investigation);
6. Observe and record the results of each planting and the growth of the resultant seedlings (making inductions).

EXPLORATION PHASE:

1. Discuss the fact that all plants and animals require many things for growth. Have students brainstorm what these needs might be (making hypotheses);
2. Discuss what might happen if one of these things were missing (making

hypotheses).

CONCEPT DEVELOPMENT PHASE:

1. Have students draw a picture of a plant in distress (creating and applying abstractions);
2. Have students relate their experiences with plant growth: topics to inspire: leaves on trees; spring flowers; clover, etc.

APPLICATION PHASE:

1. Have students perform planting as described above and attempt to predict what will happen to the plants. Record their predictions (problem solving);
2. Have students keep track of their projects and note any interesting outcomes (classifying);
3. Have students discuss growth factors and try to decide which is the most important (problem solving).

ASSESSMENT:

Assessment can be done in any of the following ways:

1. Oral questioning of students;
2. Draw and label plants/plant parts;
3. Plant seeds properly for all phases of investigation;
4. Chart / graph activities (e.g. growth);
5. Role playing (e.g. 'seedling dance').

COMMUNITY LINKAGE:

1. Invite community people to give input to our experiments. People with lovely flower gardens, Northeast Station, farmers, etc;
2. Field trip to the greenhouse, local grain farm and dairy farm, industrial farm and sustainable farm;
3. Have an Open House to explain and display our experiments, for example, "Special Persons Day", parent-teachers conferences, etc.

CURRICULAR LINKAGES:

READING: Use literature such as "More Potatoes" (in Houghton-Mifflin reader) to carry out growing theme;

MUSIC: Songs about plants and Strawberry Square;

MATH: Charting and measuring, cost of plants, etc;

ART: Leaf shapes, colors, designs, etc.

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Unit 5: COMMUNITY-BASED STUDY OF SWEDISH ARTS AND CRAFTS IN OAKLAND AREA

by Marilyn Wolf

Marilyn designed her unit to encourage the shared history of the community being shown through the skills and talents of the High School students. Using a recent community survey Marilyn and others within the Oakland-Craig school system recognize the needs and have plans to use the community resources as well as the school's in fulfilling the needs. The project may well take over one year but that would be clear from the start and allow more students and community members to participate. Note the unit's involvement of several academic areas.

ABSTRACT: STUDY OF SWEDISH ARTS AND HERITAGE
by Marilyn Wolf, Art teacher, Oakland-Craig Schools, Oakland, NE

A study of the Swedish Arts and Heritage in Oakland in order to fully utilize the talents and skills available in the school and community and involve all grade levels and subject areas: design, plan and construct a mini-park.

NEEDS ASSESSMENT:

A needs assessment consisting of a Community Survey was conducted in 1991-92. A Strategy Committee meets monthly in Oakland. There is need for:

Locally-produced Swedish art items.

Improvement of an empty lot north of the Post Office and other areas in Oakland.

OBJECTIVES: The major objective of this unit is to develop a pride in the community and in individual accomplishments. Also to increase interpersonal and intergenerational relationships. Students would be involved in identifying school and community needs/skills and utilize the resources available. Time and money management, marketing, designing and planning techniques would be involved.

POSSIBLE ACTIVITIES: These could be expanded on depending on the needs of the individual student or classroom.

ART: 1. design a mural to reflect the community;
2. design mini-park according to needs;
3. research Swedish arts and crafts and learn painting/printing skills;
4. learn clay-sculpture techniques in mosaic project.

YEARBOOK: Photograph and/or video-tape the entire project to include community and student involvement.

BUSINESS: Develop a "mini-business" to figure financial needs and

market items.

SCIENCE:

1. Recycle old paint from the community
2. Develop a weather station in mini-park
3. Plant and study native plants and flowers that would require low maintenance
4. Ecological studies: pollution, composting, gardening

HOME ECONOMICS: Research Swedish handicrafts and recipes.

PHYSICAL EDUCATION/MUSIC/BAND: Create a unit on Swedish dance and songs. Write and perform own song about the community.

ENGLISH:

1. Interview the elderly
2. Write family stories from these experiences

COSTS: Some costs could be reduced by recycling materials in the community and using local natural resources. Other costs would be figured following community approval.

LONG TERM GOAL: This would be an on-going project to be completed over several years. Eventually it could be expanded to involve people in the community and all grade levels and classes.

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Unit 6: COMMUNITY SURVEY AND MATHEMATICAL STUDY

Paul Kerchinske designed this unit that can easily be adapted to any rural Nebraska community. The survey will address economic and/or cultural development in a new atmosphere showing both need and concern by current community members and the youth who will be tomorrow's citizens. While data will be gathered from community members, they will also see or hear the findings at the completion of the project.

COMMUNITY SURVEY AND MATHEMATICAL STUDY:
by Paul Kerchinske, High School Teacher, formerly Santee Public Schools, Santee, NE; presently Boys Town School.

This unit will allow students to design and implement a tool to determine the demographic make-up of the community, with regards to age, household characteristics, source of income, special interests, etc. The main thrust of the

survey will be to determine areas within the community where economic and/or cultural development could be recommended. The unit could include upper-secondary students as surveyors and would encompass the entire (or as many as possible) community.

STUDENT EXIT OUTCOMES:

1. Students will come to appreciate the variety and commonality within the community surveyed;
2. Students will gain confidence in being required to do interviews in the community;
3. Students will recognize areas for economic and/or cultural development within the community and propose means to fill these needs.

STUDENT UNIT OUTCOMES IN MATHEMATICS AND ARITHMETIC:

1. Students will design a survey instrument that will determine the demographic make-up of the community;
2. Students will communicate, in writing, the results of the survey;
3. Students will graph the results of the survey;
4. Students will recommend possible areas for economic and/or cultural development;
5. Students will present, orally, their findings to the community.

STUDENT ACTIVITIES:

Through cooperative learning groups the students will design a questionnaire to survey the households in the community. Working in pairs, the students will then canvas the community and administer the survey. The students will then compile the results of the survey, and graph and prepare a written report of their findings. The written report will include areas for economic and/or cultural development within the community, based on a simple statistical analysis of the findings of the survey. Lastly, the students will give an oral presentation of their findings to the community.

STUDENT ASSESSMENT:

Assessments will be done through teacher checklists, self- and peer-evaluations, evaluations by the community members surveyed, and evaluation of their final report and evaluation of the mathematical and arithmetic skills learned.

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Unit 7: Making History Relevant Brian Connick wants to bring history alive to the local community of Walthill. This unit will give students the opportunity to see how their neighbors, family and ancestors played a role in the last 60 years of history. Possible events or era's covered may include: the "Dust Bowl," World

War II, John F. Kennedy, the Vietnam Crisis, the Korean War, the falling of the Berlin Wall and more. This may also present an opportunity from students to have their writing published in the school paper, the local newspaper, or a booklet about the local town and its relation to great events.

ABSTRACT: MAKING HISTORY RELEVANT

by: Brian Connick, History Teacher, Walthill Public School, Walthill, NE

GENERAL THEMES: Making History relevant, personal interviews and experiences from the best and worst of times.

GENERAL OUTCOMES:

1. Reading, writing and communication skills will be gained;
2. the students will gain an understanding of how history is relevant;
3. the students will gain a better perception that they and their town may play an important role in history.

INSTRUCTIONAL OUTCOMES:

1. Students and adults will gain mutual respect;
2. Students will be able to acquire and compile a list of historical resources;
3. Students will gain the ability to write and administer interviews, and to evaluate and use the information gained through interviews;
4. The students will finally coordinate materials and produce an overall history of our community's involvement with major time periods of U.S. and World History.

SPECIFIC SKILLS:

Data collection, interview skills, writing, listening, organization, use of technology, committee work, knowledge of specific time periods, community and school cooperation, ability to set and meet appointments and deadlines.

ABSTRACT:

1. The unit will begin with basic background information about the specific time period;
2. An explanation of the purpose and goals of a questionnaire will be given;
3. The students will develop a valid questionnaire;
4. The class will use discussion and role play to practice interviewing skills;
5. Students will choose a community member to interview, set an appointment, and conduct the interview;
6. The information will be compiled and written, put on computer disk, and illustrations will also be completed and, if possible, included on the compact disk;

7. Eventually all information will be compiled to form a basic history or report on Walthill citizens' involvement in some major events in recent history;
8. A portion of the final product may be presented to the community at an assembly.
9. The final project will be to condense the information and put it on a CD.

ASSESSMENT:

1. The students will use self evaluation and the completion and quality of the work;
2. Periodic tests will be administered based on information presented by the teacher and from students' reports to the class.

OTHERS INVOLVED:

1. The Senior Government Class will be compiling a resource list which, when finished, will be a published report of historical resources that are available in the Walthill community;
2. Other classes:
   English – writing skills
   Art – illustrations
   Computer – keyboarding

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Unit 8: TRIBAL CULTURES IN AFRICA AND IN NEBRASKA; A COMPARISON OF AFRICAN GROUPS AND THE WINNEBAGO AND OMAHA – SOCIAL STUDIES – GRADES 5–6 Africa may be far away but it is amazing how many local resources were found in the Walthill area by Kathy Ferris. This unit will present Ms. Ferris with the opportunity to let students know how many local residents have been to Africa or know someone who has been there and are a resource person, and it will draw in other local tribal cultures into the picture and have local persons serve as resources to understand the local cultures.

ABSTRACT: AFRICA AND INDIAN TRIBAL CULTURES:
by Kathy Ferris, 5–6 grade combination, Walthill Public School, Walthill, NE

GOALS:

1. Students will identify the differences and similarities of the government, geography, etc., in the United States and Africa.
2. Students will gain the knowledge to understand their own cultures and their surroundings.
3. Students will select and name their costume and dance.
4. Students will recognize values.

COGNITIVE SKILLS

1. Thinking involved in acquiring and integrating Knowledge: Students will acquire and integrate their knowledge of Africa, United States, Omaha Native Americans, and the Winnebago Native Americans. They will journal and extend their knowledge into book form.

2. Thinking involved in extending and refining Knowledge: The students will be comparing, making inductions involving, dance, government, and values. The students will create and analyze their own dance. The students will be able to understand two cultural perspectives.

3. Thinking involved in using knowledge meaningfully: The students will be using decision-making skills throughout the activity and in all of the decisions they make. If the carnival (see below) takes place the students will be involved in many decision-makings skills. Some problem solving skills may surface when talking about the government, values, etc.

4. Productive Habits of Mind: Students will be able to regulate their behavior by being sensitive to the feedback of everyone involved.

The unit on Africa, especially South Africa, will need seven weeks and will occur during the first semester.

The weeks will consist of four days since we will be relating to the Weekly Reader on Fridays. The unit on Africa will help the students gain knowledge about the continent of Africa, the United States, Omaha Native Americans, and Winnebago Native Americans. With the help of the community resources, I hope to bring Africans and the Omaha and Winnebago Native Americans into the classroom. In this unit the students will use their creativity to design their own costume and dance and will be able to experience the preparation and taste of foods to go along with the unit. Current events will become more meaningful as they will also be able to relate to Africa or Native American news when they hear about it on the news or read about it in magazines or newspapers. In reading the students will be reading about two children from South Africa and about the government in South Africa. In writing the students will keep a journal describing their discoveries. During P.E. the teacher will incorporate some of the different games devised by African groups or by the Omaha and Winnebago for the students to experience and enjoy. In art, students will discover African and Native American artifacts or creations and compare with some of their own artistic creations.

RESOURCES NEEDED:

Video: "Africa"
Books:

Journey to Jo'burg (A South African Story) by Beverley Naidoo
O'po, a book to be read to the students by the teacher
Fight for Freedom by J. Leibold

Map: map of Africa (copy for each student)
Food: authentic African food with the aid of someone who lived there
Tapes: African Music, Rain Forest Music, Native American Music
Writing paper and construction paper
Journals: Make up journals ahead of time out of construction paper and writing paper. The students will create and design their own covers. One journal per student. Journals will be kept at the end of the unit until the end of the school year.
Costumes: Created by students and authentic costumes may be borrowed.
Presenters: Local resource people
Colleges: Wayne State, Morningside, Winnebago and Macy
Field Trip: to the Susan LaFlesche Picotte Center, Walthill

[This unit is followed by a day-by-day schedule specific to the Walthill community that may be obtained from the Center for Rural Affairs]

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Unit 9: COMMUNITY-BASED CARNIVAL Carnival! sounds like a lot of fun but Kathy Ferris is realistic and knows the hours of planning that would be necessary for high attendance and overall success. So Kathy is doing the logical thing and asking community people to do the organizing (find the location, tables and chairs, advertising, etc.). And as this project will include so many people the abstract is written with a lot of open ends: e.g. sales/no sales, number of booths, displays, games, food, art, etc.). Each grade may design its own booth, and the community may play a variety of roles at the carnival. The carnival will provide the opportunity for the school to leave its four walls and show the community what is being learned and how and the carnival also gives the community an opportunity to let the students know they are interested.

ABSTRACT: CARNIVAL!
by Kathy Ferris, 5-6 grade, Walthill Public School, Walthill, NE

ACTIVITY: Holding a carnival on a Sunday afternoon towards the end of the school year. All grade levels (K-12) could participate in this affair. The carnival would be open to the public. Besides participating in the carnival itself, the students with the help of the community would do the planning and advertising of the event.

SUGGESTED BOOTH: After studying the different countries perhaps the fifth and sixth grade students can divide into groups and each group take a different country to present at the Carnival. Countries or continents used may be: Africa, South America, India, or Japan. With the help of knowledge gained about these countries, students can use art, games, foods, etc., in their booth which could

include a money making project. Students would have the opportunity to plan their own booths. With the teacher's assistance they would have to plan what they need, how much they need, how much to charge, etc. The money made from our project(s) might be used for field trips.

GOALS

Before getting involved in the project the lead teacher would first present this to the other teachers. The first year would include only K–6 teachers because the lead teacher works more closely with these teachers and likes working on a small scale and then expanding the operation. It would be easier to experiment first time through with a small group.

The project will be presented to the teachers at the beginning of the year. First of all it needs to be determined if the teachers are at all interested in taking on a project that will involve extra time and dedication. The lead teacher will give examples of what s/he plans on doing with the students -- perhaps to grow plants or flowers in a science class to sell at a booth. After the teachers start brainstorming, all kinds of suggestions will be given. There may also be suggestions for other ways of using the money made from sales. Perhaps some classes would sooner make displays of activities from the classrooms instead of conducting a moneymaking project. The lead teacher should also inform the teachers that s/he will be asking a community sponsor/co–sponsor to take on part of the planning of this project instead of using our valuable teaching and planning time so that teachers can devote their time to their students. The activity may include other businesses with booths. The money made at these booths could be donated to buy school ground equipment.

The next step would be presenting the "Carnival" idea to the School Board Members with the support of all teachers involved. The school board should have a booth at this activity to show the students that they are interested.

SPONSOR(S):

After presenting this to the school board the next step would be finding a sponsor/co–sponsor (possible sponsors: business clubs, Legion, School Board, Fire & Rescue Dept., PTA or other community–wide organizations). After finding some organization or group of organizations to sponsor the CARNIVAL, the teachers and sponsors also draw up a list of needs and possibly resources for the sponsor to work with:

1. Space needs (total number of booths from the school);
2. Possible locations (school gym, fire hall, etc);
3. List of businesses and organizations to ask to participate (when listing main street businesses, the group should not overlook the home–based businesses in the town; cf. "Economic Development" section above).

If this activity proves successful the first year, it should involve grades 7–12 in later years. It would be ideal if the upper grades saw all the excitement and asked to become involved the next year.

VII. RESOURCES: A. HUMANITIES AND ARTS RESOURCES:

1. **History**: Bibliography of historic places in the Northeast Nebraska counties:[1]

ANTELOPE COUNTY

Antelope County Courthouse, 501–511 Main Street, Neligh – The Antelope County Courthouse is one of the oldest courthouses in Nebraska. The brick building was erected in 1894–95 in the Romanesque Revival Style. The original four–sided clock tower which crowned the roof was removed in the 1960s.

Gates College Gymnasium (Antelope County Jail) 509 L Street, Neligh – The 1892 Gates College Gymnasium is the last remaining building of Gates College, a Congregational Church school. The college, founded in 1882, was closed in the late 1890s, and by 1900 the gymnasium building had been purchased by Antelope County for a jail. In 1964 the building was donated to the Antelope County Historical Society for use as a museum.

Neligh Mill and Elevators, 111 West Second Street – The Neligh Mill, constructed in 1873–74 on the Elkhorn River, is one of hundreds of mills established during Nebraska's early settlement years. John D. Neligh, founder of the town, had the mill built to encourage rural settlement and town growth. The Neligh Mill prospered and by 1900 was shipping flour throughout the U.S. and Europe. The Neligh Mill elevators and warehouse, located adjacent to the Neligh Mill, provided the storage capacity needed to assure a ready market for grain grown in the region. With these facilities the Neligh Mill became the largest milling company in northeastern Nebraska. In 1970 the Nebraska State Historical Society acquired the mill, complete with much of the original equipment, and now operates it as a branch museum. It is one of the oldest and best examples of a large water–powered mill in American.

St. Peter's Episcopal Church, 411 L Street, Neligh – St. Peter's Episcopal Church is a simplified version of Gothic Revival architecture. The first Episcopal Church services in Neligh were conducted by the Reverend J.C. Eldred, who arrived in the small village before the coming of the railroad. In March 1887 Neligh Episcopalians purchased the building site. St. Peter's was consecrated in 1888 by Bishop George Worthington, who called it "the best small

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1. The History section places listed below are on the National Register of Historic Places. The Nebraska State Historical Society is hoping to work with schools to use these places as opportunities to educate children and youth. The descriptions below are taken from Joni Gilkerson, "Historic Places," Nebraska History 70 (Spring, 1989):1–145. The text is used with permission of the personnel of the Society.

frame church in the diocese."

BOONE COUNTY

St. Bonaventure Catholic Church Complex, Raeville – The St. Bonaventure complex consists of the brick church, a three-story brick school, a two-story frame rectory, a one-story frame parish hall, and the church cemetery and orchard. The magnificent church was built in 1917-19 in the Romanesque Revival style. Jacob M. Nachtigal of Omaha was the architect. Surrounded by rolling hills and a vast agricultural landscape, the church is a noted landmark with its twin towers visible for miles. The complex forms an important ethnic and religious hamlet for the German-Catholic community.

BURT COUNTY

Deutsche Evangelische Lutherische St. Johannes Kirche (St. John's Lutheran Church), Lyons vicinity – St. John's German Evangelical Lutheran Church is an excellent example of a German folk version of the Gothic Revival style. Unique in its rich wood and metal detailing, St. John's in one of the finest and least altered frame churches in Nebraska. Emigration to the Lyons area began in the early 1870s, when German immigrants who had first settled in Eitzen, Minnesota, moved there. The congregation was formed in 1874. The present church was erected in 1902 and was designated by a German-born architect, J.P. Guth of Omaha.

Logan Creek Site, Oakland vicinity – Hunter-gatherers of the Early Archaic period intermittently reoccupied a campsite on a now deeply buried terrace of Logan Creek. Archeological excavations revealed successive layers, each representing a reoccupation of the site. The site dates 6000-4000 B.C. and offers an unusually rich record of activity during this early period of Nebraska's prehistory. Inhabitants hunted bison and obtained a wide variety of smaller game, fish, and wild plant foods. Logan Creek was occupied during a dry, warm climatic episode in the central and western Plains, which may have forced human groups to relocate to areas like Logan Creek in the eastern margins of the Plains.

E.C. Houston House, 319 North Thirteenth Street, Tekamah – The E.C. Houston House was built for Emsley Clinton Houston. Houston was the owner and founder of the Houston Lumber Company in Tekamah and also served as vice president of the First National Bank of Tekamah for over 20 years. He was elected mayor of Tekamah in 1893 and was a state senator in 1919. The large frame house constructed in 1904-5 incorporates Neo-Classical Revival details in its porches, door and window openings, and cornices. The most distinctive part of the dwelling is the prominent porch, which has a wooden

The original building was constructed in 1884, and around 1920 a rear addition was added. In 1897 Lodge Sladkovsky was among 31 midwestern and plains lodges to found the new Zapadni Cesko Bratrske Jednoty (Z.C.B.J.) or Western Bohemian Fraternal Association headquartered in Omaha. Sladkovsky, which withdrew from the Cesko-Slovensky Podporujici Spolek (C.S.P.S.), was a charter lodge of the Z.C.B.J., incorporated in 1897 as lodge eight.

Pilgrim Congregational Church, Santee Indian Reservation, Santee - The Pilgrim Congregational Church and Manse recall the work of the Reverend Alfred Riggs, a Congregational missionary who devoted most of his life to the Santee Normal Training School and to the education of the Santee Sioux Indians. The Reverend and Mrs. Riggs came to the Santee Reservation in June 1870. The church was constructed in 1870-71, shortly after the Reverend Rigg's arrival, and served as both a chapel and a training school.

Church of our Most Merciful Savior, Santee Indian Reservation, Santee - The church, built in 1884, is a one-story structure with board and batten siding. The building played an important role in the religious life at the Santee Indian Reservation and is the only surviving Episcopal mission there. The Reverend Samuel D. Hinman, a prominent early missionary on the Santee reservation, is credited with building the first mission.

Ponca Fort Site, Verdel vicinity - Ponca Fort was a fortified Ponca Indian village occupied A.D. 1790-1800. The site is comprised of numerous earth-lodge sites encircled by a protective wall perhaps six feet high. In some areas the fortification is still visible and archeological excavations determined there was originally a ditch three feet deep and ten feet wide. An earth embankment supporting a post palisade was discovered inside the ditch. The Ponca were actively involved in the fur trade but thwarted Spanish efforts to gain a solid foothold in the Missouri River trade. European goods such as guns, hatchets, knives, beads, kettles, and cloth have been recovered from Ponca Fort, a testimony to the village's important position in the local fur trade.

Z.C.B.J. Opera House, Fourth Avenue and Main Street, Verdigre - The one-story brick Czech community hall was constructed in 1903 by Lodge Bila Hora (White Mountain) 5, with a rear addition made in 1913. Access to the opera house is through double doors on the front facade. The interior features a balcony and a stage with an elaborate proscenium arch, scenery curtains, and a prompter's box. The building is used as a community hall.

MADISON COUNTY

U.S. Post Office and Courthouse, 125 South Fourth Street, Norfolk - In 1902 Congress appropriated $100,000 for the construction of a U.S. Post Office and Courthouse in Norfolk. Completed in 1904, the three-story stone and brick building is a fine example of the Second Renaissance Revival style,

designed under plans attributed to James Knox Taylor, supervising architect of the U.S. Treasury. A 1930s addition greatly expanded the size of the building and was designed to replicate the original structure. Known today as the "McMill building," the former post office derives its present name from the date of its construction in Roman numerals, MCMIII. The privately owned building houses commercial and office space.

THURSTON COUNTY

Blackbird Hill, Macy vicinity – This prominent topographic feature overlooks the Missouri flood plain. Traditional Omaha tribal accounts indicate several prominent chiefs, including Blackbird and Big Elk, are buried here. The promontory served as an important natural landmark and meeting place for early European and American travelers including Lewis and Clark (1804–6), naturalist John Bradbury (1809), and George Catlin (1833). In a downslope gorge, natural sandstone bedrock exposures display a fascinating collection of Native American rock carvings, or petroglyphs, which depict human and animal figures as well as supernatural beings. Tribal or chronological affiliation of the carvings is unknown; however, one resembling a human on horseback suggests that it was created after A.D. 1700.

Susan LaFlesche Picotte Center, Walthill – The Picotte Center is located in the hospital originally built for use by the first woman, Indian doctor, Dr. Picotte, by the Presbyterian Board of Home Missions in 1912.

Dr. Susan LaFlesche Picotte was born on the Omaha Indian Reservation in Nebraska in 1865, daughter of Iron Eye, the last chief of the Omahas. She was educated at Hampton Institute and graduated first in her class at Women's Medical College in Philadelphia in 1889. She returned to her home in Nebraska where she practiced medicine for 26 years until her untimely death from cancer in 1915, at age 49. The Picotte Center currently houses two display rooms, one specifically on Dr. Picotte and the other on her remarkable family and their contributions.

WAYNE COUNTY

Wayne County Courthouse, 510 Pearl Street, Wayne – The two-story brick and stone courthouse, which features a prominent, 80-foot-tall square tower, is a good example of the Richardsonian Romanesque style. It was designed by the architectural firm of Orff and Guilbert of Minneapolis. The courthouse, built in 1899, is one of the county's grandest and most substantial buildings.

Dr. W.C. Wightman House, (Wightman-Ley House), 702 Lincoln Street, Wayne – The Shingle style house was built in 1900 by Dr. W.C.

DAKOTA COUNTY

Emmanuel Lutheran Church, 1500 Hickory Street, Dakota City – The Emmanuel Lutheran Church is believed to be one of the oldest church buildings in the state. Designed and constructed in 1860 by congregation member Augustus T. Haase, the church incorporates Greek Revival elements in its design. The congregation was organized in 1859 by the Reverend Henry W. Kuhns, a Lutheran missionary sent to Nebraska Territory in 1858. The building is owned by the Dakota County Historical Society.

Cornelius O'Connor House, Homer vicinity – The two-story, brick house was designed and built by Cornelius O'Connor, an Irish immigrant. O'Connor had been a carpenter but became a farmer after settling in Nebraska. He represented Dakota County in the territorial legislature, and he was instrumental in establishing the first school in Dakota county, the O'Connor School, which he directed for over 20. Presently owned by the Dakota County Historical Society, the house is an excellent example of Italianate architecture found in rural Nebraska.

Big Village Site, Homer vicinity – Big Village or "Ton won tonga," the principal village of the Omaha tribe, was occupied intermittently for nearly 75 years. The community was first constructed about 1775, abandoned, and then reoccupied sometime prior to 1795.

During the 1790s the Omaha at Big Village, under the leadership of Chief Blackbird, resisted Spanish attempts to gain control of the Missouri River fur trade. Along with the Ponca, the Omaha succeeded in discouraging the Spanish efforts by blocking their northward advance and establishing themselves as "middlemen traders." Big Village was struck by the devastating 1800–1801 smallpox epidemic, forcing the Omaha to abandon the site. When Lewis and Clark ascended the Missouri in 1804, they found nearly 300 empty lodges at the site. Big Village probably was occupied again during the years 1810–22, 1832–41, and 1843–45.

Meisch House, 213 Seventeenth Street, South Sioux City – The Meisch House is a well preserved and notably elaborate example of one of Nebraska's most common house types: the one-story "square" or "cubic" house. The house was constructed in 1888, only a year after South Sioux City was incorporated, and it remains the best example of an early brick house in town. Very little is known about builder Peter Neisch except that he owned a brick yard. Local legend holds that Neisch set up a kiln directly west of the site and fired the bricks to construct the house.

DIXON COUNTY

Indian Hill District, Newcastle vicinity – A cluster of 18

prehistoric archeological sites within less than one-half square mile comprises the Indian Hill District. Indian Hill is the only exclusively prehistoric archeological district yet designated in Nebraska. It includes 16 habitation sites encompassing over 30 individual earthlodge ruins. One site may contain a prehistoric agricultural field. Of the two remaining sites, one is a cemetery and the other is of unknown function. All sites are attributed to the St. Helena Phase, a prehistoric hunting-farming people who occupied northeast Nebraska from A.D. 1100 to 1450.

Cook Blacksmith Shop, 204 Third Street, Ponca - The blacksmith shop was built in 1901 by C.O. Cook, who operated his business for over 30 years. It is representative of the vital role of blacksmiths in the history of American communities. The building is owned by the Ponca Historical Society, which uses the shop as a living history museum.

Ponca Historic District, Ponca - The Ponca Historic District comprises a ten-square-block that includes the downtown commercial area and a portion of the residential environs. The district contains houses, churches, commercial buildings, and public and civic structures. The majority of structures in the district date from the late nineteenth and early twentieth centuries. Distinctive buildings include the Richardsonian Romanesque bank of Dixon County, the Carnegie Library, a Neo-Classical Revival style building, and the Ayres-Adams House, a brick Italianate dwelling. The town of Ponca, located in the Aowa Creek valley, is one of the oldest in the state, founded in the 1850s.

Swedish evangelical Lutheran Salem Church, Wakefield - The Salem church, built in 1906, is one of Nebraska's outstanding examples of Swedish-American Gothic Revival wood church architecture. It was designed by Swedish architect Olof Z. Cervin. The Salem congregation provided the Swedish settlers of the surrounding area with social and religious opportunities.

KNOX COUNTY

Pospeshil Theater, 123 Broadway Street, Bloomfield - Constructed by brick manufacturer John Pospeshil, the two-story brick building has a raised entry leading into the first floor opera house, which has a stage and balcony. The interior is decorated with an elaborate pressed tin ceiling and fanciful woodwork, including wainscoting, pillars, and railings. The grand opening was held on September 20, 1906 and featured the Wallack's Theater Company of Rock Island, Illinois. The building is used today for commercial storage.

Rad Sladkovsky (C.S.P.S. CIS.68 Z.C.B.J.CIS.8) Pishelville Hall), Pishelville - Pishelville Lodge Hall Sladkovsky is one of the most notable lodge halls in the state and is believed to be the first Czech lodge hall constructed in Nebraska. The modest one-and-one-half-story frame structure is located in the Pishelville or "Second Bottom" Bohemian community, first settled in 1869-70.

railing on the first level and wrought iron railing on the second and attic stories. It is now the Burt County Museum.

H.S.M. Spielman House, 1103 I Street, Tekamah – Pennsylvania native H.S.M. Spielman settled in Burt County in 1857, ten years before Nebraska achieved statehood. Spielman was a successful, enterprising farmer for over 50 years before moving to this house in 1906 after his retirement. He served as director and vice-president of the Farmer's Grain and Livestock Association of Tekamah, director and treasurer of the Tekamah and Farmer's Telephone Company, and vice president of the Burt County State Bank. The house exhibits both Queen Anne and Neo-Classical Revival detailing in its design.

John Henry Stork Log House, Tekamah vicinity – John Henry Stork came to Burt County from Prussia in 1864 and settled on a farm in Arizona Precinct. Stork later built the log house and in September 1871 received his homestead patent from the U.S. government. The one-and-one-half-story, hewn log structure is a unique example of German culture in Nebraska.

CEDAR COUNTY

City Hall and Auditorium (Hartington Municipal Building), 101 North Broadway, Hartington – Construction of the Hartington City Auditorium began in the spring of 1922 and was completed in 1923. The building was designed by Sioux City architect William Steele, who formerly worked for Louis H. Sullivan, a prominent member of the Chicago School of Architecture. It is an outstanding example of the Prairie style.

Couser Barn, Laurel vicinity – The Couser Barn is a twelve-sided frame barn built about 1912-13 for William Couser. Couser came to Cedar County from Shelby County, Iowa, in 1899 and engaged in farming and cattle raising until 1917, when the family moved to South Dakota. The barn is the only "round" barn recorded in Cedar County.

St. Boniface Catholic Church Complex, Main Street, Menominee – The St. Boniface Catholic Church was established for the German-Catholic families who settled in the Antelope Creek valley in the late nineteenth century. The key buildings include the 1886 church and the 1923 school, both utilizing native chalk rock in their construction. Partially destroyed by fire in 1900, the church was rebuilt and dedicated in June 1902. Franz Zavadil, a native of Bohemia, was primarily responsible for the construction of the present building (see Franz Zavadil Farmstead). The church's highly decorative combination of chalk rock and brickwork demonstrates a medieval approach to church design. Zavadil incorporated design elements found in native Czech churches into St.

Boniface Church. The property also includes a brick rectory, built in 1911, and the church cemetery.

Franz Zavadil Farmstead, Menominee vicinity – The Franz Zavadil farmstead is an outstanding example of an early Nebraska farmstead. It still retains the majority of structures used in the farming and stock raising operations of the Zavadil families from the 1870s to the present. The most notable building is the one-and-one-half-story, chalk rock and glacial rock dwelling, which is an important product of folk architecture. A native Bohemian, Franz Zavadil, erected the dwelling, utilizing his own masonry skills and readily available materials.

Schulte Site, St. Helena vicinity – At least eighteen earthlodge locations have been identified at this prehistoric village above the Missouri River flood plain. The village has been assigned to the prehistoric St. Helena Phase, which developed in extreme northeast Nebraska about A.D. 1100 and declined prior to A.D. 1500. The Schulte Site is one of the finest examples of a St. Helena Village complex and has provided data with which to assist in understanding late prehistoric cultural adaptation in northeast Nebraska.

Bow Valley Mills, Wynot vicinity – Lewis E. Jones was born in 1825 in Carnarvon, Wales, and settled in Cedar County, Nebraska, in 1858. In 1867 Jones bought land along Bow Creek several miles southeast of St. Helena and began construction of the Bow Valley flour mill, which was completed in 1868. The mill played a vital role in the commerce of northeastern Nebraska, providing flour to settlers in the region. Large quantities of flour also were shipped by steamboat as far west as Montana. The building is an important example of early industrial architecture in the state.

Wiseman Site, Wynot vicinity – The Wiseman Site is the largest prehistoric earthlodge community yet recorded in Nebraska. Over thirty lodges comprised the village, which is attributed to a sedentary hunting-farming culture known as the St. Helena Phase (A.D. 1100-1450).

CUMING COUNTY

John G. Neihardt Study, Washington and Grove Streets, Bancroft – The Neihardt Study is the most important building associated with the distinguished literary career of John Gneisenau Neihardt, Poet Laureate of Nebraska, and author of some 25 volumes of poetry, fiction, and philosophy. It is believed to have been constructed in the 1890s as a residence. During the years 1911-21, Neihardt rented the dwelling for use as an office and library. The property is owned by the Nebraska State Historical Society and operated as a branch museum.

Wightman, a Wayne physician and doctor for the Union Pacific Railroad Company. In 1912 Wightman moved to California and sold the house to Rollie W. Ley, who served as clerk and later president of the State National Bank of Wayne. The residence is now owned by the Wayne County Historical Society.

2. **Art**: The most significant visual artists from Northeastern Nebraska are Karl Bodmer (explorer painter, Joslyn Art Gallery, Omaha), George Catlin (explorer painter, Joslyn Art gallery, Omaha); Dale Nichols (regional painter, David City area, 30s and 40s; paintings in Joslyn Art Gallery, Sheldon, and in many other Nebraska museums); Terence Duren (regional painter, Shelby area; 30s–60s, paintings in Joslyn and Sheldon); Roger Broer (Ogalala Sioux painter from Randolph; paintings in the Museum of Nebraska Art in Kearney and many collections across the nation); Wade Miller (Omaha Indian artist, represented in many private collections; illustrations in The Book of the Omaha).[1]

3. **Literature**: the following bibliography provides a list of books that may be used in northeast Nebraska in literature classes or interdisciplinary classes that treat the history of the area; the teacher should always read the books before ordering them to make certain that they are suitable for his/her classes as to content, reading level and so forth:

Elementary School:

1. Indian stories from northeastern Nebraska suitable for elementary school children or junior high ones: O'po of the Omaha; A Few Great Santee Stories;Book of the Omaha;Hollow of Echoes. [These books give tales from the Omaha and Winnebago tribes of northeastern Nebraska and are available from the Nebraska Curriculum Development Center, Andrews Hall, University of Nebraska].

2. Stories of early days in the white settlement: Laura Ingalls Wilder, Little House on the Prairie series. [This series is not precisely set in northeastern Nebraska but it is set in a nearby area and tells of pioneer struggles].

Junior High and High School:

1. John Neihardt, Black Elk Speaks: Neihardt lived in the area at Bancroft, Nebraska, but Black Elk Speaks mainly concerns the Lakota who lived further west; Neihardt also collected stories from

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1. This publication does not give bibliographical information on the books listed here as that may change and may be gathered from Books in Print.

the Omaha Indians that are available from the University of Nebraska Press.

2. Pioneer struggles in the Great Plains: Willa Cather, My Antonia; Cather is commonly taught in Nebraska high schools, but she does tend to see the Great Plains more as a place to be from than a place in which to grow. Ole Rölvaag, Giants in the Earth; Rölvaag taught school at Newcastle, Nebraska though he wrote about eastern South Dakota over the Nebraska border; Hamlin Garland, Boys Life on the Prairie, Son of the Middle Border, and Under the Lion's Paw. Hamlin Garland writes about pioneer struggles in Iowa and South Dakota near northeastern Nebraska; also early farm crises; Wallace Stegner, Wolf Willow, pioneer struggles further west and north.

3. Dust bowl stories: Frederick Manfred, Golden Bowl. Manfred was born and raised in northeastern Iowa but wrote The Golden Bowl about South Dakota, over the border. Sections of this book may be good reading in connection with Dust bowl units.

4. Poetry from this area is represented by the work of J.V. Brummels of Wayne State College, Larry Holland of Norfolk Community College, and John Neihardt of Bancroft

Fiction and non-fiction on farming and rural life suitable for high school students, especially in selections:

1. Non-fiction: Marty Strange, Family Farming; Wendell Berry, The Unsettling of America (Berry indicates that he was helped in writing this book by people in northeastern Nebraska); Paul Gruchow, The Necessity of Empty Places (environmental book by Worthington, Minnesota author, much about the Great Plains); John Janovy, Keith County Journal (set a little further west in Nebraska, about farming, environmentalism, ecology); Molly (pioneer woman's diary from around Nebraska City); Kathleen Norris, Dakota: A Spiritual Geography;

2. Fiction: Wendell Berry, Old Jack novels (earlier farming) and Remembering (farming and industrial agriculture, difficult except for high school honors students); Wendell Berry, Farming: A Handbook (poems, fairly easy); Bill Kloefkorn, Alvin Turner as Farmer, Delivering the Wichita Beacon, Platte Valley Homestead (poems set in other parts of Nebraska and in Kansas); Dorothy Garrison, A Borrowed Horse Never Tires (pioneer stories from near the Sandhills); Reeve Lindbergh Brown, Moving to the Country (a good work about adjusting to rural life after being in the city) Tomas Rivera, And the Earth Did Not Part (a novel about Chicano farm workers, partly set in Iowa and Minnesota).

B. ECONOMIC DEVELOPMENT, SCIENCE, AND SOCIAL SCIENCE RESOURCES:

1.Resources for exploring sustainable and industrial agriculture and economic development:

A. Conservation Neighbor to Neighbor. Directory of farmers, ranchers and land managers by county who use specific practices (e.g. contour farming or stream rehabilitation) on their land. Published by the Nebraska Cooperative Extension Service, available from County Extension, SCS and NRD offices.

B. Nebraska Environmental Education and Information Resources Directory. 1990. Compilation of environmental education materials, courses, agencies and organizations. Originally distributed to all grade school classes and high school science and social science classes. A few copies still available from the Nebraska Natural Resources Commission (402/471-2081).

C. Natural Resource Districts. 23 NRDs encompass all of Nebraska. They are quasi-governmental agencies with taxing authority to implement soil erosion, surface and ground water quality, and wildlife habitat regulations and projects. Local NRD staff are trained to educate and assist landowners in these areas. A locally elected Board sets policy. Contact the Nebraska Association of Resource Districts (402/474-3383).

D. Soil Conservation Service. This branch of the US Dept. of Agriculture was formed to combat soil erosion following the Dust Bowl era. Specialists in each office deal with soil erosion, surface and ground water quality, and wildlife habitat issues addressed by federal agricultural regulations. SCS has numerous publications on conservation topics, has education specialists, and even has a volunteer program, the "Earth Team". Contact the District Conservationist in nearly every county.

E. Agricultural Stabilization and Conservation Service. This branch of USDA administers federal crop programs. The ASCS also provides cost-share programs for conservation practices by individual farmers; the SCS does the technical evaluation and layout. A locally elected Board chooses local cost-share practices. The county Director can address issues of national farm policy.

F. Cooperative Extension Service. The "County Agent" in nearly every county is the link between the public and the University's scientists and publications. The agent can supply technical and non-technical publications on agricultural and rural topics, including family, health, and community concerns and may be able to speak on these topics as well.

G. Game and Parks Commission. This state agency is responsible for wildlife resources and state parklands. Local officers can speak on habitat, individual species, and land management topics. Contact the Nebraska Game and

Parks Commission (402/471-0641).

H. Appropriate Technology Transfer for Rural Areas. ATTRA is an information center funded by the US Dept. of the Interior's Fish and Wildlife Service that provides free information on questions of agricultural practices. While designed to aid practicing farmers, many info packets are pre-assembled. Call 800-346-9140.

I. Sustainable Agriculture Resources. 1991. Directory of publications, organizations and videos dealing with sustainable agriculture and related movements. Contact Wisconsin Dept. of Agriculture, Trade, and Consumer Protection (608/267-3318).

J. Sustainable Agriculture Directory of Expertise. 1993. State-by state directory of agencies, organizations and individuals, published by USDA Sustainable Agriculture Research and Education Program. Contact ATTRA (800/346-9140), above.

K. Showcase of Sustainable Agriculture Information and Educational Materials. 1993. Educational curricula, publications, organizations. Published by the Sustainable Agriculture Network. Contact ATTRA (800/346-9140), above.

L. New Farm Magazine. Articles discuss all aspects of "regenerative" agriculture: field crops, animal husbandry, grazing, alternative crops and marketing, wildlife and social values. Contact New Farm (800/365-3276).

M. Stockman Grass Farmer. Newspaper-style monthly that covers hands on topics of grasslands and grazing. Contact SGF (601/9814805).

N. American Journal of Alternative Agriculture. Technical journal for the nonprofit Institute for Alternative Agriculture, publishing research on biological, physical, or social science aspects of alternative agriculture. Contact your library or AJAA, 9200 Edmonston Rd., Suite 117, Greenbelt, MD 20770-1551.

O. Agroecology, the scientific basis of alternative agriculture. 1988. Book covers ecological aspects of farming and implications and recommendations for the US and third-world nations. Author Miguel Altieri has since published numerous other books and articles on agroecology.

P. Permaculture: a practical guide for a sustainable future. 1990. Book discusses landscaping and farming for sustainability. Author Bill Mollison has several other books and trains designers and farmers around the world.

Q. Sustainable Agriculture, a brighter outlook for fish and wildlife. 1990. Discusses issues of wildlife habitat, erosion and water quality in relation to sustainable agriculture. Author Ann Robinson works with the Izaak Walton League of America, Arlington, VA.

R. Family Farming, a new economic vision, 1988. Book discusses values of family farms, rural communities, and impact of federal farm policies. Author Marty Strange directs the Center for Rural Affairs, Walthill, NE (402/846-5428).

S. Holistic Resource Management. 1988. Book covers management of natural and human resources from an ecological standpoint. Author Allen Savory has worked to reverse desertification and restore rural prosperity around the world. Contact the Center for Holistic Resource Management (800/654-3619).

2. Economic development: microlending: Rural Enterprise Assistance Project – Youth and Business: Several resources are available for involving youth in small business. The Rural Enterprise Assistance Project report in Section 4 details how youth, community, association members, the school and REAP staff may be involved. The following instrument is a draft for the creation of a possible business plan (abbreviated) to be used by youth in planning a business. The final questions pertain to loan application and could be used for loans:

BUSINESS PLAN – form that can be adapted for use by students in developing a business plan for a microlending group:

Business name: _____
Business address: _____
Business Phone: _____
Owner's Name: _____
Manager's Name: _____

BUSINESS TIMETABLE

	SATURDAY	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
6 AM							
7 AM							
8 AM							
9 AM							
10 AM							
11 AM							
NOON							
1 PM							
2 PM							
3 PM							
4 PM							
5 PM							
6 PM							
7 PM							
8 PM							
9 PM							

1. Where will the business be located? _____
2. Describe the building or buildings: _____
3. Describe the ownership of the facilities (will they be purchased or leased).____
4. What equipment do you have (specify if owned, leased, rented or borrowed)?__
5. What is the legal structure of the business (sole proprietorship, partnership, corporation)? _____
6. Do you have a lawyer or accountant? _____

7. Who will be involved in management and what are their qualifications?_____
8. Will family members help you? _____ time? _____
   Will you have other employees? _____ time? _____
   Part-time or full-time? _____
9. If you will have employees, explain the labor situation in your area (i.e. is difficult to find employees)? _____
10. What is the purpose of your business? _____
11. Describe your products or service: _____
12. Is there a need for these services or products? _____
13. What is the business climate in your town or area? _____
14. Will your business be affected by major economic, social, technological or regulatory trends? _____
15. Will government regulations affect your product or service? _____
16. How will you distribute your product or service? _____
17. What price will customers pay for your services or products? _____
18. What is your pricing strategy? _____
19. Who will be your major competitors and what advantage do you have over them? _____
20. Describe your prospective customers: _____
    _____
21. How large is your market (geographically and numbers of potential customers)? _____
22. Why will customers choose your product or service? What benefits will you offer? _____
23. How will you establish customer loyalty?_____
24. Will you have product or service warranty policies? _____
25. What is your market position? _____
26. What is your promotion plan? _____
27. What is your advertising plan? _____
28. What is your public relations plan? _____
29. Who will do the bookkeeping? _____
30. What types and amounts of insurance will you carry? _____
31. What are your estimated gross revenues for the next year? _____
32. What are your start up costs? _____

Item	Cost

33. Complete the following: Cash flow for this year:
    _____
34. What sources of capital will you have for starting your business? _____
35. Please list three references (2 adults, 1 peer): 1___ 2___ 3___

Loan Application

1. Loan amount requested: $_____
2. Number of payments: _____
3. How will you use the loan money? _____
4. How will this loan increase your sales or profits? _____
5. If a smaller loan is approved, how would you reduce your request? _____
6. If business is slow, what other ways do you have to make your payment?_____
7. Are your business and personal loan payments current? _____

3. RESOURCE FOR PREPARING TEACHERS AND COMMUNITY MEMBERS TO THINK ABOUT HOW THEY CAN PARTICIPATE IN COMMUNITY-BASED EDUCATION IN THEIR AREA:

TEACHERS

1. What area do you teach?

2. What population (grade, gender, race, culture) do you teach?

3. What other area of interest / expertise do you have?

4. What would you like to learn next dealing with
   school
   family
   community

SCHOOLS

5. Do you view your school as an integral part of the community?

Does your school presently do any community based education projects?

6. What types of background variation do you have available for resources (cultural, racial, religious, historical)?

7. How do you facilitate cooperation between community members and the school?

8. How do you involve your school with your community?

COMMUNITY

9. How long have you been a resident of __(town)__? _____YEARS

Would you be willing to share your knowledge of the history of __town__ with the __town__ students? YES_____ NO_____ Comments_____

10. Do you have any collections, authentic artifacts, or historical artifacts which can be used by the students? YES_____ YES_____ description_____

11. Do you have any physical facilities you would be willing to share with students under school supervision? (ie: land for science projects, soil study, forestry, agriculture, large engine repair, equipment, quilting frames, pottery wheel, etc.)

_____

12. a. Please circle any of the following in which you have skills or knowledge, and which you would share with _____town____ school.

WWII	Agriculture	Bee-Keeping
Vietnam	Knitting	Sewing
Gardening	Canning	Catering
Foreign/Native Languages		Arts
Painting	Pottery	Cabinet making
Carpentry	Other_____	

12b) Do you know any area residents who have knowledge of the community, or skills, whom we should contact?

NAME_____
ADDRESS_____
PHONE_____

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